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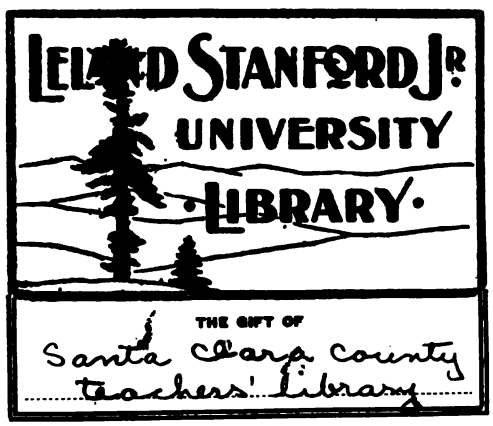

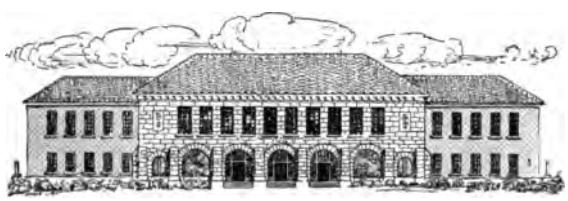

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PENNSYLVANIA

SCHOOL JOURNAL.

VOLUME XLIV.

That which makes a good Constitution must keep it, viz.: men of wisdom and virtue; qualities that, because they descend not with worldly inheritance, must be carefully propagated by a virtuous education of youth.—WM. PENN.

N. C. SCHAEFFER, EDITOR.

LANCASTER, PA.:
WICKERSHAM PRINTING CO.
1895.

THE best ethical training in the public schools does not come from text-books. These may help, but they will fail of their purpose unless one very essential condition is present, and that is, a vigorous personality in the teacher's desk. It is strange, the number of people of intelligence who seem to think that success in the school-room depends upon one thing only—a knowledge, on the part of the instructor, of the subject to be taught. But the truth is, to-day and to-morrow as well, that the value of the teacher, regarded from any standpoint any one pleases, ethical or what not, depends upon the influence he is able to exert—an influence not manufactured, but in the person by right divine. The true text-book, therefore, for expounding temperance truths, or for the ethical training of the child, is in the teacher's chair; it is he or she who goes in and out before them day by day, holding them, if worthy of the position, with silken cords and yet as strong as steel.

IT is agreed by an overwhelming weight of evidence that the best light for a school-room is exclusively on the side of the room to the left of the pupils; that the windows should be massed as closely as safe construction will allow along nearly the whole of the side; that the windows should be square at the top (not circular), and extend quite to the ceiling, and that the window sill should be higher than the tops of the pupils' desks; that the seat farthest from the windows should be about twice the distance from the tops of the desks to the ceiling, or, in general, once and a half the height of the room; that, when necessary to shut off a part of the light, the lower part of the window, and never the top or sides, should be shaded; that shades should therefore always roll from the bottom, and, where the direct rays of the sun enter the room, white, or very light, curtains should roll from the top merely to soften, but never to shut out, the light; and if blinds are used, they should be made in sections and slide up and down, and that blackboards should never be placed between windows. The walls and ceiling of the room should be tinted a light pearl, lavender, or brown color, rather than a darker shade, or any shade of yellow; and the shades (rolling from the bottom) should be of a similar color, or of a greenish tint. Shades of yellow are not good for the eyes.—*Supt. A. P. Marble.*

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THE ELMIRA REFORMATORY OF STATE OF NEW YORK.

MANUAL TRAINING AND INTELLECTUAL DISCIPLINE.

THE primary object of instruction in the Reformatory does not materially differ from the primary object of instruction in our public schools; the end of education being in the one as in the other to develop the pupil into a useful, competent, and honest bread-winner, to enable him to take his position in life as an honorable and honored citizen. Not only is the end the same, but the means and methods to that end are very similar to those employed in free life. The work in the "school of letters" for instance, is divided into three divisions—the arithmetic, language, and academic. In the first two divisions the pupils are divided into classes covering a range of study in arithmetic, from reading the simplest numbers—1 to 20—to problems in discount, interest, etc., and in language from the very elements of English to the analysis of simple and compound sentences. The pupils on entering the institution are graded into classes according to their respective capacities and acquirements, beginning if necessary in the lowest class, and gradually rising, class by class, until they are paroled. In the academic division, intended only for those who are sufficiently far advanced to pursue the studies required with interest and profit, three courses are offered—those in practical ethics, English literature, and history.

An average of 67 per cent. of the pupils when received at the Reformatory are entered in the primary classes, 15 per cent. are entered in the intermediate, and 18 per cent are entered in the academic. These figures are very interesting, as they indicate the social strata to which the prisoners belonged in free life, and behind them there stretches a field of infinite extent for the examination of the careful and analytical thinker. Observe the comparative absence of the grammar-school graduate as represented by the percentage of those who enter the intermediate classes. Instead of a constant gradation from the highest to the lowest, we find a gap separating the two extremes of illiteracy and a high school education. But this question, however interesting, is not along the lines of our sketch.

These percentages of admissions to the various classes at entrance to the institution are reversed when the men leave. Thus 47 per cent. are paroled while in the academic classes, 33 per cent. while in the intermediate, and only 20 per cent. while still in the primary. As the pupil's advancement from class to class is dependent upon his work in the class-room, 75 per cent. being required to pass an examination, the efficiency of the school system will be apparent from these statistics. The object always in view in

marking out the courses of study in the reformatory is utility, and all requirements and influences are intended to subserve that one end.

The school of letters is under the direction of J. R. Monks, who was formerly a professor in Elmira College, assisted, until very recently, by Jas. C. Van Etten, who is now principal of one of the public schools in the city of Elmira. These two officials are the only civilians connected with the department, the instruction in all the classes, with the exception of the academic, being given by specially prepared inmate instructors. This is a unique feature of the system. These men, carefully selected from among the members of the academic classes, are trained in a class by themselves. This class is known as the normal class, and is conducted by the school secretary. When deemed competent to take up practical work they are assigned to classes as visiting or assistant instructors; and if their work in that capacity is satisfactory, they are given regular classes and perform their duties under the personal direction of the school officials. The academic classes are taught by the officials themselves.

The ethics class, which meets every Sunday afternoon, is composed of the members of the academic and the two highest intermediate classes. This class is conducted by Prof. Monks, and great care is given to its instruction; for practical ethics is the basis of all sound morals, and a man can be a useful and honorable citizen only in so far as he is imbued with ethical principles.

When we consider the class of men with which Mr. Brockway has to deal, men ranging in age from sixteen to thirty years, and all of whom have been convicted of crimes punishable by the penal code with imprisonment from two and a half to twenty years, some of the results accomplished at the reformatory—80 per cent. being established in honorable walks in life—seem almost incredible. It is not claimed, however, that during the prisoner's stay at the reformatory, which averages a little less than two years, he can be converted from a criminal and defective being into a skilled mechanic, or an accomplished scholar. Education there is limited to the elements, the essentials of knowledge, and the hand and the eye, equally with the mind, are trained to the performance of some kind of skilled labor in order that the prisoner when paroled may have the necessary mental and manual equipment to honorably obtain the means of life. While the prisoner cannot be educated as an expert, he can be started on the road towards accomplishment as a skilled workman. To prepare the prisoner for future usefulness, though not to perfect him in that usefulness, is the point at which reformatory treatment ends and real life begins. The Reformatory is intended to break up old habits of mind and body and to implant new ones, but not to develop them; that must be the work of after years. Manual training in that institution goes hand in hand with intellectual discipline, each being carried on in conjunction with, and in subservience to, the other.

Appropos of recent occurrences, a fact which people of the extramural world should not forget is that a Reformatory is essentially a sequestered government reared upon a basis of martial law. The nature of this government is coercive, its purpose is obedience, and while its instruments to that end are manifold, it should be actuated, and in the Elmira Reformatory is actuated, in their application by a principle of corrective, rather than of retributive, justice. Generally speaking, the rigors of this régimè are suspended, and the individual under this government is given civil rights in so far as he uses them judiciously, and they do not conflict with the efficiency of the government itself. If rebellious and vicious, he is declared a belligerent, he forfeits his civil rights, and against him the rigors of martial law are proclaimed and enforced. At Elmira the application of corrective measures is preceded by a careful consideration of means to ends; on this occasion and with this individual, it is one measure, and on that occasion and with that individual it is another; with some admonition only is necessary, with others, it is a temporary suspension of privileges, while with the persistently aggressive and incorrigible, severer treatment is imperative. Law and order must be enforced or the institution fails to accomplish the purpose of its inception, and maintenance, and the peace and security of society are imperiled.

Evil is only the slave of Good,
Sorrow the servant of Joy.
And the soul is mad that refuses food
Of the meanest in God's employ.

WHERE IS THE MORAL?

BY ELEANOR ROOT.

THERE was once a teacher who made a solemn vow that never, never, never again would she teach; but she did, and this is the way it came about.

As she closed the door behind her that memorable last day, she heaved a great sigh of content, to think that for her teaching was a thing of the past. That yoke, at least, was lifted forever.

Roseate hues began to commingle themselves with the prosaically blue. She put all thoughts of pedagogism absolutely to one side. She visited, read, drew, entertained, practiced, and, when the mood seized her, was undeniably idle or frivolous, as the case might be.

She grew young. The wrinkles smoothed themselves away, the worn expression vanished. She was so full of life, so strong, that she hardly knew herself. Surely she ought to be perfectly happy. Well, she was—but—

One day she read an article which set her thinking. It was on the nature and possibilities of the child nature, and the understanding and loving study thereof.

She went up to her room, and from the depths of her trunk unearthed a newspaper clipping which she had come across at the beginning of the "long vacation," but which she had tossed upon a heap of other clippings as extraneous to the occasion. I will subjoin a fragment:

"I sometimes, in my sprightly moments, consider myself in my great chair at school as some dictator at the head of a commonwealth. In this little state, I can discover all the great geniuses, all the surprising actions and revolutions of the great world in miniature.

"I have several renowned generals, but three feet high, and several deep, projecting politicians in petticoats. I have others catching flies, accumulating remarkable pebbles, cockle shells, etc., with as ardent curiosity as any virtuoso in the Royal Society.

"Some rattle and thunder out *a*, *b*, *c*, with as much impetuosity as Alexander fought, and very often sit down and cry as heartily upon being outspelled as Cæsar did, when at Alexander's sepulchre he recollected that the Macedonian hero conquered the world before his age.

"At one table sits Mr. Insipid, foppling and fluttering—spinning his whirligig or playing with his fingers as gayly and wittily as any Frenchified coxcomb brandishes his cane or rattles his snuff-box. At another sits the polemical divine, plodding and wrangling in his mind about *Adam's fall in which we sinned all*, as his primer has it.

"In short, my little school is made up of kings, politicians, divines, LL. D.'s, fops, buffoons, fiddlers, sycophants, coxcombs, and every other character drawn in history or seen in the world. Is it not then the highest pleasure to preside in this little world, to bestow the proper applause upon virtuous nnd generous actions, to blame and punish the vicious trick, to tear out of the tender mind everything that is mean and little, and fire the new-born soul with a noble ardor and emulation? The world affords no greater delight."

She sat down and pondered deeply, earnestly, Yes, she felt eager for the fray again. What possibilities unfolded themselves before her! How much greater her desire to approach, at least, the highest ideal!

Ah, it were well to have an object in life—and such a one as this!

She taught again.—*Intelligence.*

THE STAGNANT PERIOD.

IN glancing over a story written for boys and girls by an Illinois inspector of schools, our eyes alighted on the following passage. Speaking of the evolution of the average boy at school, the writer gives the following as the result of his experience:

"His first few years of school are cheery and full of interest, his mind is receptive, he learns readily, and, with chance exceptions, is easily managed. By and by he comes to a marshy pool through which he must choke (*sic*) his way. He loses interest in school work, chafes under restraint, and the chances are he is a nuisance to his teacher, his parents, and himself, so far as school is concerned. If he could only be put to work for a year or two, to learn a trade, or something that would develop muscle and character such as the school cannot give. Manual training in the schools seeks to help the boy cut a channel through his stagnant period, but manual training, for some reason, seems at present to be unattainable by most schools. In the meantime,

the problem what to do with stagnant boys remains unsolved. Happy condition of those boys in their middle teens who are provided with manual toil of some kind outside the schools!"

The picture is faithfully drawn. What teacher of experience has not come in contact again and again with the stagnant boy, or rather with the boy at this stagnant stage of his course? It is often hard to determine what is the best thing to be done with him. Certainly one of the worst things is to attempt to drive him through the marshy obstructions by main strength, so to speak. The problem is one which will test the pedagogical resources of the teacher to the utmost. The true educator will make it an occasion not for child, but for youth study. He will strive to get the confidence of the boy, to get into the current of his thoughts and feelings, to understand his dissatisfactions and ambitions. He will sympathize with his unrest, realizing that he is at the critical stage when the hitherto latent impulses of manhood are awaking to life and beginning to stir within him.

We have little doubt that in many cases the course suggested, that of permitting him to give up school and engage in some outdoor employment, such as will make considerable demands upon his physical powers, will be the best possible treatment. In nine cases out of ten, after such a change for a year or two, or even more, the young man will resume his studies, if opportunity is given, with renewed zest and vigor, often showing a wonderful development of power gained during the interval. Such a course, too, may be made to serve a double purpose by putting the coming man in possession of a useful trade or occupation, such as may be of inestimable service to him in after life. Every wise parent will see to it that both his sons and his daughters shall acquire some such resource, thus making them capable of earning a livelihood in case of necessity, and rendering them, in a measure, independent of the vicissitudes which throw so many helpless and hopeless upon the tender mercies of others in time of adversity.

Of course, in such a case it is by no means desirable that the youth's intellectual activities should be suffered to lie dormant during the interval of physical activity. On the contrary, he should be supplied with abundance of reading material of the kind best adapted to arouse a healthful interest in the world of thought and kuowledge, as well as in the practical affairs to which his attention is, for the time being, more particularly directed. A liberal admixture of healthy and elevating fiction should not be withheld.

One does not wish to dogmatize in so important a matter, but we are strongly disposed to believe that it is one of the serious mistakes in our modern methods to keep a boy or girl continuously at school during the whole period of, say, from six or seven to sixteen or seventeen, or even for a much longer period. To most young people the perpetual grind becomes monotonous and distasteful. Moreover, other useful kinds of education are in danger of being neglected, if not despised. But if the boy or girl is taken from school for a year or two, or even more, as suggested, by all means let it not be to pass the time in idleness, or without some regular, fixed, genuine, and, if possible, interesting work. A prolonged period of idleness, at this critical stage in the life history, is to be most earnestly deprecated. Its effect would be often most mischievous, if not ruinous.—*Canada Ed. Journal.*

SCHOOL-ROOM COURTESY.

BY CAROLINE B. LE ROW.

ONCE upon a time a certain mother noticed a remarkable change in the deportment of her six-year-old son, who, from a rough, noisy, discourteous boy, became transformed into one of the gentlest, most courteous and considerate little fellows in the world. The child was attending a kindergarten, and the mother naturally inferred that to his teacher was due the change she was glad to notice in him.

"Miss Smith teaches you to be polite," she remarked, making what was really an assertion in an interrogative tone.

"No, she never teaches us one bit about it," was the instant and very emphatic reply.

The mother was puzzled, for she was at a loss to account in any other way for so radical a change. A second and third attempt to discover the cause of this condition was attended with a similar result —energetic denial on the part of the child

of any instruction in the matter of courtesy.

"Well, then, if Miss Smith doesn't say anything, what does she *do?*" she asked at length, quite desperate in her desire for light upon the matter.

"She doesn't do anything. She just walks around, and we all *feel* polite. We feel just as polite as—as *everything!*" And the inquiring mother was fully satisfied.

There is a class of people by whom every observance of etiquette is considered to be a sign of weakness, hypocrisy, or submission. The rude movement, loud voice, and disregard for one's companions and surroundings, are, on the other hand, supposed to indicate strength, honesty and independence. There could not be a greater mistake, nor one more fatal to the reputation of the individual and to the comfort of those about him.

Politeness is as essential to life as is oil to machinery, and it serves a similar purpose. Nothing is lost by it, and much is gained, and in many ways. It makes everything easier, quieter, quicker, more harmonious, and more effective. It diminishes friction, that great drawback in nearly every social condition, as well as in every piece of working mechanism. The refined, quiet, considerate and courteous man and woman have an immense physical, intellectual, and social advantage over their fellows. In fact, the positive value of simple, every-day courtesy cannot be over-estimated.

The development of courtesy is far more a matter of example than of precept. It cannot be taught from books or blackboards. It is felt, not reasoned about. It is given only in the form of object-lessons. It appeals to the heart even more powerfully than to the head. It is not a matter of demonstration so much as of experience. It is the finish, polish, lustre, color, and flavor of otherwise rough, dull, sombre, and disagreeable existence.

The teacher is, above all other persons on earth, the one upon whom most depends the development of this element in the young. For hours a day his pupils are in his constant and impressive presence, conscious, always, even if apparently not directly observant, of every motion which he makes, of every word he speaks, sometimes of many of the thoughts he thinks. His very title marks him as one who is legitimately the subject of examination and of criticism.

The father and mother, perhaps, make no pretension to be models in any way, but the child almost unconsciously assumes that the teacher must be a model and a safe example from the very nature of his position.

Oftentimes, too, the child has no conception of any, even of the most common, graces and elegances of manner and ways of doing things, except that which he gets from his teacher in the school-room, and if all that is claimed for courtesy be true, even on utilitarian and social grounds, can there be any greater moral responsibility laid upon the teacher than the observance by him and consequent inculcation in his pupils of "the most excellent grace of courtesy."—*School Journal.*

CORRECT ENGLISH.

IT is, says Richard Grant White, "in the delicate but firm utterance of the unaccented vowels with correct sound that the cultured person is most surely distinguished."

I wonder if teachers realize that, whether they will it so or not, their use of English is noted by pupils and patrons and taken as a model for pure and correct speech or as an excuse for carelessness in their own language. Is any reader of this journal without a dictionary of some kind? The new International is not very expensive; the new High School Dictionary is good; when the American Book Company completes the revision of Webster's Academic Dictionary it ought to become a part of every teacher's library. We are too indifferent, too lazy, to use the dictionary as we should. We are too indifferent as to correct syntax. Let me enumerate some common mistakes made by some good teachers:

He don't. She told Mary and I. It don't seem possible. John don't understand this rule. If five yards cost forty cents, what does three yards cost? Who is the book for? It was me. I shall insist that he obeys you. Some authors doesn't give that rule. I told 'em (or um) to go. Let 'em (or um) play. Write slow and careful. He wuz sick. I have singin' every day. If I wuz him. Constuntly, resuntly, labur, directur, Nebrasky. He wuz thur. He kep good order. Sbordinate, guvurmunt, guvurnur, superntendunt, gradyully, countrymun.

Is it not worth while for teachers to study to use good English? Why are we so careless? It is not necessary to be so exact that it will appear like affectation, but teachers should acquire the habit of speaking correctly, accurately, and easily. A teacher said to me this month, "I'me alwys good in teachin' grammur 'n histry."—*Cor. N. W. Journal of Education.*

THE VISIT TO THE CELL.*

BY ERNST ECKSTEIN.

IT had just struck two. Dr. Samuel Heinzerling, Principal of the City Gymnasium, strolled with his own dignity into campus, and slowly climbed the steps. On the landing he met the janitor, who had just rung the bell and was going to his private apartments, where an abundance of household work lay waiting.

"Has a-a-nything ha-a-ppened Quaddler?" asked the Principal, answering the servile greeting of the janitor with a lordly nod.

"No, Professor."

"Has the libra-a-rian decided yet on the books in question?"

"No, Professor."

"Ve-e-ry we-e-ll. Be shore to go over to-day, and find out how the ma-atter sta-a-nds. One thing more! Freshman Roampf has been a-a-bsent for some days. Call at his room, and convince yoarself whether or not he is really seek. I doubt it somewhat—"

"Excuse me, Professor; Rumpf is back again. I saw him just now, coming across the campus."

"Ve-e-ry we-e-ll! Ve-e-ry we-e-ll!"

The reader will please excuse the peculiar spelling which occurs in the conversations of Dr. Samuel Heinzerling. The Doctor did not pronounce really so abnormally as this spelling would indicate, but the individuality of his vocalization was striking. A hundred times I have tried to imitate him, in my study, in vain; so I may well be excused for not reducing him to paper. Once more the Professor muttered "Ve-e-ry we-e-ll! Ve-e-ry we-e-ll!" and slowly walked down the long corridor toward the door of his lecture room. Samuel had appeared uncommonly early, to-day. As a rule he was strictly punctual, but not ahead of time. A domestic discord, over which delicacy bids us draw the curtain, had driven him from the easy-chair in which he was accustomed to sip his afternoon coffee. So it happened that the seniors had withdrawn their usual watch.

In the corridor the Professor perceived that a great commotion was taking place in his lecture room. Forty noisy youngsters were shouting "Bravo!" and "*Da capo!*" Samuel wrinkled his forehead. Now the racket ceased, and a clear, cutting voice began in comic pathos:

"We-e-ll yo' may call it enoof for this time. Yo' have failed again to prepa-a-re yoarself prawperly. Heppenheimer, I am mooch dissa-a-tisfied with yo'! Be seated!"

Thundering applause. The Professor stood as if petrified. By all the gods of Greece, that was himself, as he lived and breathed. A little caricatured, but only an expert could tell the difference. Such blasphemy had never been heard of! It would be a byword! It would raise a rebellion! A pupil was bold enough, on his own platform, to make a laughingstock of him, the actual Principal of this whole Gymnasium, the author of the "Latin Grammar for Schools and Colleges, Adapted Especially to the Wants of Advanced Pupils;" the popular teacher, the critic, the philosopher—*Proh, Pudor! Honos sit auribus!* Such a prank could originate only in the brain of that precious rascal, William Rumpf.

"Weel yo' transla-a-te, Moericke?" continued the voice of the unconscionable pupil.

"Wha-a-t! Yo' are seek? Great Cæsar! When yong people of yoar age tell me that they are seek, they make a ve-e-ry ba-a-d eempression.

*Some years ago a young German scholar who was sojourning in the Eternal City perpetrated a piece of humor which set the world in a roar of laughter. This was Ernst Eckstein. known at the present time as the incomparable German writer of belles-lettres—poet, historical novelist, and humorist of the day. The piece, *Der Besuch im Carcer* (The Visit to the Cell), was a character sketch from a gymnasium experience, which may not have been wholly imaginary—one of the numerous *Schulhumoresken* (school humor sketches) with which the author has since filled a volume. Thousands upon thousands of copies of this sketch were sold throughout every part of Germany. Other nations, seeming to see in it the master touch of a great artist, appropriated it in popular translations of more or less merit. In Leipzig the ever-increasing demand for this publication, to the present time, has exhausted fifty-four editions.

"Knebel! Write in the Re-e-gister, 'Moericke, when called to transla-a-te, was seek—'"

The Professor was no longer able to master his emotions. He opened the door energetically, and walked in upon the youngsters, like a lion among gazelles. He had not been deceived. It was, indeed, William Rumpf that had so trifled with his majesty. This young man had been a pupil of the Gymnasium only six weeks, and yet he was already *facile princeps* among the wags of the school, from Freshman to Senior. With his shirt collar turned up, and an enormous pair of paper spectacles on his nose, in his left hand a book, and in his right the traditional lead pencil, stood Rumpf on the platform, ready to commit a new sacrilege, as the deeply suffering Professor entered.

"Roampf!" said Samuel forcibly, "Roampf! Yo' will gaw for two days to the lock-oop. Knebel, write in the Re-e-gister, 'Roampf, on account of puerile and eemprawper conduct, is punished with two days' confinement in the lock-oop.' Heppenheimer, call the j-a-anitor."

"But, Professor—" stammered Rumpf, as he stuffed the paper spectacles into his pocket and took his seat.

"Naw back-talk!"

"I was only—I thought—"

"Silence, I say!"

"But please—"

"Knebel, write; 'Roampf, on account of oonsoobmeesive conduct, is poonished with anoother day's confinement in the lock-oop.' I am tired of bothering with yo'. Yo' should be asha-a-med of yourself.—And in yoar own lecture room, too! Fie! I say. Fie!"

"But, Professor, *audiatur et altera pars*. Haven't you often told us so?"

"We-e-ll! Yo' shall not sa-a-y that I do not sta-a-nd by my principles. What have yo' to offer in excuse?"

"I assure you, I did not intend anything unseemly. I meant merely to practice a little mimicry."

"Pra-a-ctice on yoar La-a-tin pa-a-radigm and your Greek Gra-a-mmar!"

"So I do, Professor. But art has a place along with science."

"I ne-e-ver denied that in my life. Boot Cæsar! To call your silliness art! If tha-a-t were the ca-a-se, art would be ve-e-ry useless!"

"Professor, will you please—"

"Silence! If yo' keep on, yo' will sooner or la-a-ter sooffer shipwreck. Knipcke, see where the ja-a-nitor and Heppenheimer are wa-a-iting."

"For this once—just this once," came from Rumpf, in a low and conciliating tone, "can you not remit the punishment?"

"Naw, by naw means! We will not be foorther interroopted in our woork. Hutzler, yo' may tra-a-nsla-a-te—"

"Professor, I am not prepared with my translation. Here is my excuse."

"Saw, yo' were seek again? Hutzler, yo' are oftener seek than we-e-ll."

"Unfortunately, Professor, my weak constitution—"

"Weak! I should say weak! I wish e-e-vryone were as weak as yo'! Yo' are la-a-zy enoof, boot not weak!"

"Lazy! I can't work during an attack of fever!"

"I oonderstand tha-a-t! Yo've been dreenking too mooch beer! Yo' may tra-a-nsla-a-te, Gildemeister."

"Absent!" shouted a full half-dozen voices.

Samuel shook his head dejectedly.

"Does a-a-ny one know why Gildemeister is a-a-bsent?"

"He has catarrh!" shouted the six.

"Catarrh! When I was of his age, I never had catarrh. But where are Knipcke and Heppenheimer! Schwarz, hoont them op, but come ba-a-ck immediately!"

Schwartz left, and returned in about ten minutes with the janitor and the other two messengers.

"Mr. Quaddler was busy papering the wall," said Heppenheimer respectfully. "he had to dress up a little."

"Saw yo' wait a half an hour! Quaddler, I find yo' are grawing ca-a-reless!"

"Beg your pardon, Profesior; the young gentlemen called me not over two minutes ago,"

"Listen to that!" chorused the culprits.

"I will not investigate this act at present! Here! Take Roampf, and shut him in the lock-oop. Roampf, yo' will beha-a-ve yoarself properly, and not be continually calling the janitor, as you did last week. Quaddler, dawn't allow yoarself to be persuaded to let Roampf out oopon the floor of the entry. If he wants ayer, he can open the window. Yo'd best put everything necessary in-

side the cell, and lock the door once for all. He dawn't come out till Friday evening."

"Capital, Professor!"

"He can arrange concerning his meals with some of his friends. Yo' oonderstand?"

Rumpf nodded.

"We-e-ll! Away with him!"

"Are you really in earnest, Professor? All on account of a little artistic rendering—"

Samuel Heinzerling laughed in the true pedagogical style.

"Yo' are a droll chap, in spite of yoar oonseemliness. But I ca-a-n't help yo'. Until you demonstrate to me wherein yoar alleged artistic rendering is useful or beneficial—to say nothing of yoar oonseemly tendencies—yo' moost submit to the inevitable. We-e-ll, gaw along with him now!"

William Rumpf bit his lip, turned, and disappeared with Quaddler in the corridor.

"What have you been doing?" asked the janitor, as they ascended the stairs.

"Nothing!"

"Excuse me; you must have been doing something."

"I did just what the Professor does every day."

"How so?"

"Listen now—Do you see that? Roampf is a good-for-nothing, my dear Quaddler, and desairves exemplary poonishment."

"Great Heaven above!" exclaimed the janitor, scratching his head. "If anyone had told me that was possible—but that is too bad, Mr. Rumpf! Goodness knows that if I hadn't seen you with my own eyes, I should have sworn I heard the Professor's own voice. I should say so a thousand times. You will make your mark yet in that line. Do you know that when I was over at Lotz's I heard a ventriloquist who could imitate anything you pleased, from a dog or a horse to a wedding ceremony,—but he did'nt begin to come up to you."

"I believe it is saw, Quaddler," returned Rumpf, still imitating the Professor.

"And you have been mocking him to his face! Now, Mr. Rumpf, I tell you for your own good—everything in its proper place. That was very improper. The Professor has good reason for what he does."

"Yo' think saw?"

"I must politely ask you to quit your nonsense. It is not respectful to my position. Please to walk in here!"

"With mooch pleasure."

"I will say to the Professor, Mr. Rumpf, that he has not given you enough punishment."

"How does my poonishment concern you, Mr. Quaddler, yo' silly awld fool?"

"Concern me? Not at all! But it does concern me when you make sport of the Professor in an impudent way."

"I will do as I please."

"No, you won't."

"Won't I! I can sa-a-y what I please; and if yo' doan't like it, yo' can gaw away or stop oop yoar ears."

"You just wait!"

"What for?"

"I shall tell the Professor about this."

"Give him my compliments."

"You'll be sorry, yet!"

Quaddler turned the key, and his footsteps slowly sounded down the long staircase.

Meanwhile, in the hall of the Seniors, Sophocles was being eagerly interpreted. Much to the mirth of the hilarious class, Heppenheimer rendered the groan of the unhappy Philoctetes:* "Ay! ay! ay! ay!"

The Professor interrupted him.

"Say *aw! aw! aw! aw! Ay* is not allowable as an interjection expressing pain."

"I thought that *oh* is allowable to express bodily suffering only," remarked Heppenheimer.

"Now, perha-a-ps yo' think that Philoctetes sooffered awnly mentally. Yo' appear to have followed out the plot of the tragedy with a ve-e-ry slight degree of attention."

"Some one is knocking, Professor," said Knebel.

"See who it is, Knipcke."

Knipcke hastened to the door.

"What, yo', Quaddler? Why do yo' distoorb us again? Speak oot quickly!"

"I only wished to remark, sir, that Senior Rumpf is still talking in the manner for which you punished him."

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* Sophocles' tragedy of *Philoctetes* (the original Robinson Crusoe, the cast-away of Lemnos) is one of the masterpieces of Greek drama, being one of the most perfect character studies in all literature. The unfortunate Philoctetes was afflicted with bodily torture as well as mental anguish.

"What? He prawceeds with the comedy! We e-ll, I knaw what measure to take next. Knebel, write in the Register—naw. let it gaw! Heppenheimer, proceed. Say *aw! aw! aw! aw!*—not *ay! ay! ay! ay!* The following exclamation yo' may render with 'Ye eternal gods!' or 'Almighty Heaven!'"

Heppenheimer finished his task and brought forth an indlfferent "Sa-a-tisfactory," from the Professor. Then Schwarz translated, only to receive a "Not we-e-ll rendered!"

Now the janitor's bell sounded. The author of "The Latin Grammar for Schools and Colleges, Adapted Especially," etc., declared the recitation ended.

Dr. Klufenbrecher appeared in the door; this was the Professor of Mathematics, whose duty it was to entertain the Seniors from three till four o'clock with the secrets of analytical geometry. Samuel Heinzerling extended his much-freckled right hand to his "esteemed co-worker," condescendingly, but not without a certain human sympathy, and then betook himself to the Principal's office, where he seated himself in his well-cushioned chair.

Quaddler went, meanwhile, to the work which employed his odd hours. He dipped the brush vigorously into the paste-pot, and smeared strip after strip of paper with the odoriferous glue.

William Rumpf sat yawning on the bench, and declared to himself that he was completely tired of the Gymnasium, with its undeserved imprisonment.

Professor Samuel Heinzerling scratched his head, turned his spectacles, and nodded in a pedagogical way.

"The miserable yoongster, Roampf," murmured he to himself. "Boot I almawst believe I can do more with him by kindness than by force. I will make a strong la-a-st appeal to his conscience. Shame on him! He is one of my brightest scholars."

The Professor rang the bell. In about three minutes appeared Annie, Quaddler's sixteen-year-old daughter. She was evidently about to take a walk, as a jaunty hat adorned her jetty locks and a gay shawl hung loosly from her graceful shoulders.

"What is wanting, Professor?" she asked with a gracious bow.

"Where is your father?" asked the Professor softly, and pronouncing uncommonly well.

"He is hanging paper; do you want him for anything?"

"Hanging pa-a-per, is he? Well, do not distoorb him. Nothing especial is needed, Annie. The key to the lock-oop ha-a-ngs in its place, does it not?"

"I will inquire at once, Prefessor."

Like a deer she hastened down the stairs. In a few seconds she was back.

"Yes, Professor, the keys are both in place, the one to the cell, and the other to the entry. Is there anything else I can do for you, Professor?"

"No, I tha-a-nk yo'."

Annie vanished. The Professor watched her disappear, with a smile.

"A charming child. I would give mooch if my Winifred possessed ha-a-lf saw mooch *savoir vivre*,* to say nothing of Ismene. This Quaddler is a *paganus*,† a *homo incultus*,‡ and, nevertheless, he is able to bring up a charming lady; while I, the well-educated scholar of classical antiquity, I, the *homo cui nihil humani alienum est*,‖ am not able to do so well with my more favorably circumstanced posterity."

He rubbed his smoothly-shaven chin, took his hat from the table, and climbed the stairs to the lock-up.

William Rumpf was greatly surprised when, after so short a time, the door turned on its hinges. His astonishment, however, reached the zenith point when he recognized his unexpected visitor to be the Principal, Samuel Heinzerling.

"Now, Roampf," said the conscientious pedagogue,

"What do you want, Professor?" answered the pupil, in a tone of resolute obduracy.

"I wished awnly to inquire whether yo' oonderstand yoarself, and realize that these puerilities roon counter to the object and to the government of the Gymnasium—"

"I am not yet convinced—"

"Wha-a-t, Roampf! Yo' will continue to sta-a-nd on yoar hind legs? What would yo' say if yo' were in my place? Would yo' not take this mischievous, overspirited William Roampf by the ears—hey?"

"Professor—"

"These are puerilities not becoming in

*Good breeding. † Country fellow. ‡ Ignoramus.

‖ A man to whom nothing relating to man is foreign.

a respectable yoong man of good family. Do yo' know *one* thing? On the occasion of the next stupid pra-a-nk, I will expel yo'."

"Expel?"

"Yes, Roampf, expel. So now apply yoarself and leave off this rudeness, which certainly does yo' naw credit—I repeat, put yoarself in my place."

William Rumpf sat with his head bowed. He felt that the threatened expulsion was only a question of time. Suddenly a diabolical thought entered his brain.

"If I am put out," he said to himself, "it will be with much ceremony."

He laughed like the criminal hero of a sensational novel after accomplishing his purposes, and said, in a tone of incipient repentance, "You mean, Professor, that I should put myself in your place?"

"Yes, Roampf, I *mean* it."

"Well, if you are bound to have it so, I wish you much pleasure!"

Thereupon he sprang out the door, turned the key in the lock, and left the poor Professor to his unexpected fate.

"Roampf! How dare you! I will expel yo' to-day. Will yo' open instantly?—instantly, I say!"

"You get two hours' imprisonment," answered Rumpf, with dignity. "You said, yourself, that I should put myself in your place."

"Roampf, there'll be trouble for you—trouble, I say. Awpen! I command it!"

"You cannot command me. I am, at present, the Principal. You are Freshman Rumpf. Be still! I tolerate no back talk!"

"Roampf, my boy, I will excuse yo' this time. Please do the square thing. Yo' will get off with a light poonishment; yo' will not be expelled, I promise yo'. Do yo' hear?"

But Rumpf did not hear. He had crossed the entry, and was now hastening down the stairs to escape victorious. As he passed the janitor's door a bright idea struck him.

He put his eye to the keyhole. Quaddler stood on the ladder, with his back to the door, and was endeavoring to stick a heavily pasted strip of paper to the wall. William Rumpf rang the bell and called into the room, in the most beautiful Heinzerling accent which he could command:

"I am gawing now, Quaddler. Look a-a-fter that Roampf. The creature a-a-cts as if he were insane. He is bawld enoof to continue with his foolery. Remain on the la-a-dder. I wished awnly to say that yo' should not awpen the door for him. The boy would be in a pawsition to awverpower yo' and—in short—escape. Do yo' hear, Quaddler?"

"It will be as you command, Professor. Excuse me, I am up here—"

"Remain where yo' a-a-re, and prawceed with yoar paper-hanging. Good-by!"

"Your obedient servant, Sir."

William Rumpf climbed the stairs once again, and proceeded to the region of the cell. Samuel Heinzerling raged fearfully. Now he appeared to discover the bell; for at the same moment in which Rumpf secreted himself behind a large wardrobe belonging to the janitor's family, there arose an angry ringing, piercing and shrill as a small company of fiends.

"Help!" groaned the pedagogue. "Help! Quaddler, I will deprive you of office, and of bread, if yo' do not come oop here immediately. Help! Fire! Fire! Moorder! Help!"

The janitor, summoned by the ringing of the bell, left his work and appeared in the entry to the cell. The mischievous Senior crouched closer in his hiding-place. Samuel Heinzerling sat exhausted on the bench. His bosom heaved. His nostrils worked like a pair of bellows.

"Mr. Rumpf," said Quaddler, as he pounded on the cell door in a warning way, "I have taken note of this."

"Thank God! It is yo,' Quaddler! This miserable choorl has locked me in. It is outrageous!"

"I tell you that this joking ill becomes you. I take especial notice that you call the Professor a miserable churl!"

"Boot, Quaddler, a-a-re yo' crazy?" exclaimed Samuel in a tone of highest indignation. "I would say before the ha-a-ngman that Roampf, the miserable fellow, has imprisoned me, as I ca-a-lled to see him and appeal to his conscience. Dawn't sta-a-nd on ceremony; awpen!"

"You must consider me very stupid, Mr. Rumpf. The Professor has just talked with me, and ordered me particularly not to let you out under any circumstances."

"Quaddler, I threaten you with the guard-house, on the ground of false eemprisonment!"

"Listen, if I may be allowed to make an observation; this eternal mimicking of the Professor is really childish. No offence meant! It is true the Professor speaks a little through his nose. But such buffoonery as your twaddle will not pass for the Professor very long. And now I tell you, for the last time, to be quiet and behave yourself properly."

"Boot, I repeat to yo', the shameless, ill-intentioned ra-a-scal toorned the key on me, before I knew what he was about. Quaddler! Creature! Donkey! Yo' moost recognize me! Awpen the door!"

"What? You call me a donkey? You call me a creature? Yes: do you know *one* thing? It's a question which of us is the bigger donkey. What next? A great young stripling calls a respectable old man a donkey. You are a donkey yourself; do you hear? Wait a little—"

"You a-a-re a donkey a-a-nd an ox," groaned Samuel respondently. "Will you not awpen?"

"I cannot think of it."

"Good! Vairy good! I remain in the lock-oop! Do yo' hear, Quaddler? I remain in the lock-oop!"

"I shall be glad when you come to your reason. But let me alone. I have more to do than to listen to your buffoonery!"

"Quaddler," said Samuel more forcibly, "I will sit quiet hour a-a-fter hour—hour a-a-fter hour, I say! I will bear this crying evil like an inexperienced child. Do you hear, Quaddler?"

"I am going now; busy yourself with something."

"Great Cæsar! My reason deceives me. A-a-m I really m-a-d? Creature! Look through the key-hole once, and yo' will see—"

"Yes! So you can blow into my eyes! Hardly!"

"We-e-ll then, gaw to the dickens! The gods strive in vain with stupidity. Boot if I woonce koom out—if I woonce koom out, I will give it to yo'! Yo' will naw longer be ja-a-nitor."

Quaddler proceeded angrily down the stairs. This Rumpf was a marvel of impertinence. He had called him a donkey! Thunder and lightning! Since Mrs. Katrina Quaddler had periodically blessed him, the like had not happened.

Yes, yes, these Seniors! Meanwhile, Samuel Heinzerling measured great steps in his cell.

His whole appearance resembled that of an African lion, which human skill is able to confine in a cage, without being able to crush the nobility and pride of his wild nature. With his hands behind his back, his head with its gray mane inclined dejectedly toward his right shoulder, his lips compressed—so he wandered up and down, up and down, cherishing in his bosom the most misanthropic thoughts.

Presently a broad smile spread over his countenance.

"Boot yet it *is* comical," he uttered to himself. "Indeed! If I were not saw immediately concerned, I might find it vairy amusing—"

He remained standing—

"Boot doos this being out-witted really redound to my disgrace? Prove it, Samuel! Ha-a s not a renowned king himself held the ladder for a thief who would steal his watch? Was not Prince Bismarck himself locked in by a wicked and intriguing ha-a-nd? Besides, not to mention hoondreds of other cases! A-a-nd yet universal history treats this king with great respect, a-a-nd Prince Bismarck pa-a-sses for the greatest diplomat in Europe, the same as before. Naw, naw, Sa-a-muel! Yoar reputation as pedagogue, as citizen, as cooltivated scholar, doos not soofer in the least from this painful situation! Calm yourself, Sa-a-muel."

He continued his promenade with calmer voice. But presently he broke out anew.

"Boot my Seniors!" he stammered, turning pale. "If my Seniors learn that I have been in the lock-oop! Oonbearable thought! My authority would be gone for all time! They moost find it out! O, ye gods! Why ha-a-ve ye doon this to me!"

"Professor," whispered a well-known voice at the cell door. "You are not disgraced. Your authority stands in full force—"

"Roampf!" stammered Samuel. "Yo' shameless, conscienceless creature! Awpen! Immediately! Consider yoar ears as morally boxed! You are expelled in a threefold ma-a-nner."

"Professor, I come to rescue you. Do not berate me."

"To rescue? Wha-a-t impudence! Awpen, or I will—"

"Will you listen to me quietly, Professor? I assure you all will come out right."

Samuel reflected.

"Good!" he said, at length, "I will condescend—Speak!"

"See here! I wanted only to show you that my art is not altogether without practical application. Excuse me if to do this I apparently had to lay aside the high respect and honor which it has always been my pleasure to render you."

"Yo' are a sca-a-mp, Roampf!"

"How would it be if you were to remit the confinement in the lock-up, take back the threat of expulsion, and allow me to preserve the strictest silence concerning all these occurrences!"

"Tha-a-t will not do. Yo' moost endure yoar poonishment!"

"Is that so? Well, good by, Professor. Don't ring the bell too much!"

"Roampf! Do' yo' hear? I have something to say to yo'!"

"Indeed!"

"Yo' are in many respects an exceptional character. I will make an exception. Awpen the door."

"Do you remit the lock-up punishment?"

"Yes."

"Will you expel me?"

"The dickens! Naw!"

"Give me your word of honor."

"Roampf, how dare yo'!"

"Your word of honor, Professor."

"We-e-ll, yo' ha-a-ve it."

"Jupiter to witness."

"What?"

"I call the gods to witness it."

"Awpen!"

"Immediately, Professor. You will not pursue me further?"

"Naw, naw, naw. Will yo' let me out?"

"You grant me full pardon?"

"Yes, oonder woon condition,—tha-a-t yo' do not relate to any woon haw ba-a-dly yo' have behaved. I have already said I consider yo' an exceptional cha-a-r-acter, Roampf."

"I thank you for your good opinion; also my word of honor that, so long as you are Principal of the Gymnasium and instructor of the Senior class, no derogatory word shall escape my lips."

Thereupon he opened the door.

As Uhland's king out of the tower, so walked Samuel Heinzerling into the free air. He drew a deep breath. Then he passed his right hand over his forehead, as if thinking of something.

"Roampf!" he said, "I oondersta-a-nd a jawk—boot yo' will please not mimic me any more—yo' make the thing so real!"

"Your wish is my command."

"Good! Now let oos gaw down. It is not yet three-quarters. You can still take part in the recitation."

"But would they not be surprised, Professor? Every one knows that you have sentenced me to three days in the lock-up—"

"We-e-ll, I will gaw with yo'."

So they hastened down the stairs.

"Quaddler," called the Professor into the basement. The janitor appeared at the lower landing and inquired what was wanted.

"On va-a-rious grounds, I have released Roampf from his three days' imprisonment," said Samuel.

"Ah! You returned on that account? Hem! Yes, but—excuse me, Professor, —Mr. Rumpf was not at all quiet in his cell. Na offense, but he scolded like a sparrow—"

"Let it gaw, Quaddler! I will for this time, for very exceptional reasons, soobstitute grace for justice. Yo' can take care of the cell key."

Quaddler shook his head.

"We-e-ll," said Samuel, "now koom with me to the Seniors' Hall, Roampf."

They walked across the corridor to the schoolroom. The Professor knocked.

"Professor Klufenbrecher," he said in the softest accents of which he was capable, "I bring Roampf ba-a-ck. Knebel (Permit me, Professor Klufenbrecher), write in the Register: 'In consideration of his oopright and repentant condooct, Senior Roampf's poonishment inflicted to-day, consisting of three days' confinement in the lock-oop, is hereby ca-a-n-celed.'" And now, Professor Klufenbrecher, we will not distoorb yo' further. Ha-a-ve yo' it written, Knebel?—'is hereby ca-a-nceled.'"

"Will you not be seated, Professor?" asked the polite mathematician.

"I tha-a-nk yo' kindly; I have sa-a-t enoof for to-day. Roampf, I trust yo' will keep yoar promise of reform mawst conscientiously. Good day, Professorr"

So saying, he disappeared in the labyrinth of passages of the school building.

William Rumpf kept his promise most conscientiously. He now mimicked only the other teachers. Samuel Heinzerling's personality was to him sacred and unapproachable.

Profound silence hung over the whole matter till, in the fall of the year, the same Principal, after much entreaty, consented to be placed on the retired list. The sportive Senior class then learned, for the first time, the history of the unexpected pardon.

Rumpf's "oopright and repentant condooct" was a source of endless mirth to the villagers, and among those who enjoyed the joke most was Professor Samuel Heinzerling, author of the "Latin Grammar," etc. Rumpf will never forget his experience under the jurisdiction of Quaddler, should he become so old as to be childish.—"*The Schoolmaster in Comedy and Satire.*"

MISLEADING TERMS.

BY E. E. WHITE.

RECENTLY a progressive superintendent of schools advised the teachers under his supervision to discontinue the use of the term "busy work," and to substitute therefor the term *seat work*. I was specially pleased to hear this advice, since I believe that the expression "busy work" has misled many teachers, and occasioned much bad work in primary schools.

The term "busy work" in a school programme conveys the idea of work assigned for the purpose of keeping children busy, and, certainly, no work should be assigned for this special purpose. All school work should have an educative end; and seat work that simply kills time, and thus keeps pupils busy, has no place in a good school. It is, of course, important to keep children busy—an important element in their easy government—but this does not necessitate a resort to otherwise useless exercises or work.

I have seen "busy work" in primary schools, especially in number, that approached very near to idiocy work. What can be more nearly useless than some of the "illustrative number work" imposed upon first-year and even second-year pupils? Think of requiring a little child to spend two or three periods a day in drawing *at* objects to represent number groups and their combinations — tasks that teach neither number nor drawing! The only excuse for such inane work is that it "keeps pupils busy;" but is there not useful number work that will answer this purpose? How many little slates have I seen filled with number exercises written out in words and signs, or represented by crude drawings of objects, when neither the written work nor the illustrative work helped the children at all in number, knowledge, or skill.

This leads me to say, in my judgment, the use of the pencil by children is carried to, if not beyond, the danger point in many primary schools. Such work not only keep pupils in a bad posture too much, but it is a hurtful strain upon the nervous system, and often a serious injury to eyesight. The written work in many primary schools ought to be reduced fully one-half.

The use of the term "story" in number exercises has often struck me unfavorably. The word story has a very definite meaning in literature, and I do not understand how the calling of little number exercises "stories" ever came into a primary school. Such a baby use of the term may possibly have a place in the kindergarten, but it seems to me out of place in a primary school. Why not call a number exercise an example or a problem, as the case may be? How is a child six to seven years old helped by calling a fairy tale and a number example indiscriminately "a story."

This suggests the kindred attempt to make common things appear new and big by applying to them large appellations. A small college is dignified by the name *university*, the teacher of a common school by the appellation *professor*, etc.

But this tendency to assume newness and bigness is even more strikingly illustrated in the misuse of technical pedagogic terms. I recently heard a young teacher speak on what he called the "Laboratory Method" of teaching geometry, a method in which original exercises and simple applications formed a feature! Another teacher read a paper on what the programme called "The Apperceptive Method of Teaching Decimals," an old method, as described, with the faintest trace of apperception even in the vaguest use of that much abused word! We may soon expect to hear the objective method of the primary school called the *laboratory* method, and some one will doubtless devise an *apperceptive* method of teaching the alphabet!

What is gained by calling well-known methods and processes by new names, and especially by terms that mislead and con-

fuse? All scientific progress is characterized by differentiation and the use of a more precise nomenclature. What is specially needed in pedagogy is the use of terms in a clear and definite sense. The use of "blanket words" indicates confusion.

HAVING FIXED PRINCIPLES.

BY W. W. PERKINS.

THE pupils had gone out at recess, and I had raised a window and stood by it to get some fresh air and to enjoy also the sport that was in progress. I noticed two boys were standing at the entrance to the grounds, and that some sort of a crisis had come. I knew by the attitude of each that the conversation was by no means friendly. Each was about the same age and strength; but they greatly differed morally. Henry was a good student and well brought up; George had better native abilities, but he relied on them too much, and not on industry. There was nothing really bad about him, but I felt he had not yet come to live in accordance with fixed principles.

There was a doubling of fists by George, there was a firm standing up by Henry, and I feared there would be a fight; but the bell rang and they started slowly along to the door, each watching the other; they came in last, and I could see that each had been in an excited state of mind. What was I to do? What was best? Just then a pupil came to my desk and I made him sit down and in a low tone asked him what was the trouble between Henry and George. He promised to find out. On his return he gave me an insight of the incident at the gate.

A slight difficulty had arisen between them about a base-ball bat, and George had said, "I have a good mind to give you a licking." Henry said, "You have to spell able first." George said, "Oh, you daren't fight me."

At this point I interrupted my informant and called the two boys forward. I wanted them to know I did not consider them as criminals at all, that I simply wanted to know what was going on. I did all I could to encourage them to talk. I wanted the school to hear the conversation, because I could make use of it as a lesson. George began:

"Well, you see I had a bat, and lent it to Henry; his brother got it and let it get wet, and I didn't think that was fair; and we got to talking about it. But it is of no consequence; it will be as good as ever when it gets dry. I don't care anything about it; I can buy another."

"But you offered to fight Henry?"

"Yes, I s'pose I was rather mad."

All this time Henry had said nothing. I knew he was a boy of good principles, and averse to scuffling and brawls; so I turned to him.

"You were ready to fight, were you, Henry?"

"No, sir, I wouldn't fight, and George knows it."

"How is that? Why not fight? You are not afraid of George; you are as strong as he is."

"It isn't that—I made up my mind not to fight." Here some tears fell, and I could see he was much agitated. "My mother doesn't want me to fight, and I promised her I wouldn't."

This gave me a better view of the case. He was one of two sons; the family was one of excellent standing; his mother evidently felt that Henry must be placed on a higher platform than the average boys of the town.

"Scholars," I said, "here is an interesting condition of things. George don't care a cent about the bat, but would fight about it for all that; Henry has been forbidden to fight, and has promised not to fight, and yet had too much spirit to tell George this, so that they came near having a collision. Now we must learn something from this.

"I think George was wrong to 'stump' Henry, as it were; I don't think he ought to have done it. Many a quarrel comes from this 'stumping.' I hope it will not be done in this school. There are many ways to enjoy oneself without doing it. And he kept on picking away at Henry when, as he says, the bat was of little account—I don't like that. George must struggle against that; a great deal of trouble comes from 'picking old sores,' as my grandfather used to say.

"Now Henry has taken a noble stand, and he will be paid for that all his life. The Bible says, 'Children, obey your parents,' in one place; and in another it promises that those who honor their parents will live long. Not long ago a man was hanged for murder in Arkansas, and while in prison he often said, 'My mother told me when I was a boy that if I minded her I would live to be an old

man; but I did not do it, and now I see what she meant.'

"The foundation of success in life is laid when a boy determines to mind his mother. Some boys think it shows they are quite manly when they refuse to mind their mothers; it is a greater mistake than to say that twice five makes eleven. George Washington was noted for minding his mother long after he became the pride of this country.

"I like the position Henry has taken. Every boy and every girl in this school and in this town that takes a position like that is sure to succeed. I once had a pupil of fine abilities; everybody thought he would make a smart man. I found he was very disobedient to his parents, and talked with him about it. But his wilfulness was deep-seated. He went off on a gunning expedition against the command of his mother, and was wounded and one of his legs had to be amputated. I never saw a boy succeed who did not mind his parents; so that Henry has taken a right position. He may be laughed at, but he is right and can stand that.

"I am glad, boys, that you have told me about this matter; we are all interested in each other. George means well, but he has not got his principles firmly fixed yet. He does not want to be a noisy 'rough;' of course not, but he thinks it is very good style to fight if he is sure of beating the other fellow. I think the true plan is not to fight unless you are set upon and likely to be hurt. After a good many years there will be no fighting in this world; let us determine we will belong to the 'no-fighting' class—the highest class."—*N. Y. School Journal*,

THE SCHOOL MUSEUM.

BY BESSIE L. PUTNAM.

ONE of the simplest and surest methods of arousing an interest and enthusiasm among pupils, of strengthening the bond of sympathy and harmony between teacher and pupil, so essential in effective work, is the establishment of a school museum. If no vacant room is at hand, boxes may be made to serve as receptacles for the specimens—separated ones being used for each of the three kingdoms, animal, vegetable, and mineral.

The intrinsic value of the collection may be nothing, but if the proper spirit is shown in its collection, if each pupil becomes a stockholder in the enterprise, and consequently earnest in his endeavors to make it a success, if the material made is the subject of real thought and study, its value cannot be estimated. Charles Kingsley says: "He is a thoroughly good naturalist who knows his own parish thoroughly;" and in making such naturalists this plan will be of no inconsiderable assistance.

Some of the most interesting geological collections at the World's Fair owed their chief merit to the fact that they were school collections—labeled by pupils who had gathered them in their own neighborhood. They testified that the most fascinating of the natural sciences, geology, had been pursued by those pupils in a thoroughly practical manner; that the secrets of the rocks over which they daily walked had been to a certain extent learned.

The Indian relics in some of these displays spoke of the "Stone age," and suggested thoughts on the march of the human race from barbarism to civilization; and, by the way, if our grandfathers had been taught to realize the value of these things, how much rich ethnographical material they might have preserved that is now forever lost! The plowman of the present day rarely brings to the surface arrow-heads and skinning-stones, so common two or three generations ago.

The queer horn-shaped stone or "petrified wasp's nest," picked up by the roadside on the way to school, might, if it could speak, tell of a wonderful ride on an ice mountain ages before toboggans were ever thought of. The "moss" collected from an old fence-rail is suggestive of the multitude of the tropical air plants.

A collection of seeds, together with their coverings, may become an exceedingly profitable study. Here we find that the thistle-down has a value in the economy of plant life, and that the child who joyously blows the downy heads to pieces to find "the time o'clock," is enhancing this value in so doing. The maple wing, the seed-pods of touch-me-not, that fly at the slightest touch after the seeds become ripe, speak, too, of one of the many phases of nature's care of her plants—the dissemination of seeds. Then there are the provisions against

destruction by the elements, food store, and many other things that even these tiny seeds tell.

Inasmuch as the material required by any two schools will necessarily vary, the discussions and topics for the study will also be different; but if the plan is entered into with zeal, there will be no paucity of subjects for investigation.—*Educational Gazette.*

LANGUAGE THAT NEEDS A REST.

I WAS awakened in the middle of the night by a disturbance in the library. It did not seem to be the noise of burglars. It was more like the murmuring sound of many tongues, engaged in spirited debate. I listened closely, and concluded it must be some sort of a discussion being held by the words in my big unabridged dictionary. Creeping softly to the door, I stood and listened. "I don't care," said the little word Of; "I may not be very big, but that is no reason why everybody should take advantage of me. I am the most mercilessly overworked word in the whole dictionary, and there is no earthly reason for it either. People say they 'consider of.' and 'approve of,' and 'accept of,' and 'admit of,' all sorts of things. Then they say 'all of us,' and 'both of them,' and 'first of all,' and tell about 'looking out of' the window, or cutting a piece of bread 'off of' the loaf, until I am utterly tired out."

"Pshaw!" said the word Up. "I am not much bigger than you, and I do twice as much work, and a good deal of it needlessly, too. People 'wake up' in the morning, and 'get up,' and 'shake up,' their beds, and 'dress up,' and 'wash up,' and 'draw up,' to the table, and 'eat up,' and 'drink up' their breakfast. Then they 'jump up' from the table, and 'hurry up' to 'go up' to the corner, where the street-car driver 'pulls up' his horses, and the passengers 'ascend up' into the front seats, and the conductor 'takes up' the tickets. All this is done even before people 'get up' town, and 'take up' their day's work. From that time until they 'put up' their books and 'shut up, their offices, I do more work than any two words in this book; and even after business hours I am worked until people 'lock up' their houses, and 'go up to bed,' cover themselves up,' and 'shut up' their eyes for the night. It would take a week to tell what I have to 'put up' with in a day, and I am a good deal 'worked up' over it."

"I agree that both Up and Of are very much overworked," said the word Stated, "but I think I myself deserve a little sympathy. I am doing not only my own legitimate work, but also that which ought to be done by my friend Said. Nobody 'says' anything nowadays, he always 'states' it."

"Yes," chipped in the funny little word Pun, "these are very 'stately' times."

Some of the words laughed at this, but Humor said, "Pun is a simpleton."

"No," answered Wit, "he is a fellow of duplicities."

"He makes me tired," said Slang.

Then the discussion was resumed.

"I do a great deal of needless work," said the word But. "People say they have no doubt 'but that' it will rain, and they shouldn't wonder 'but what' it would snow, until I don't know 'but' I shall strike."

"What I have most to complain about," said the word As, "is that I am forced to associate so much with the word Equally. Only yesterday a man said he could 'see equally as well as' another man. I don't see what business Equally had in that sentence."

"Well," retorted Equally, "men every day say that something is 'equally as good' as something else, and I don't see what business As has in that sentence."

"I think," said Propriety, "you two should be divorced by mutual consent."

There was a fluttering sound and a clamor of voices.

"We, too, ought to be granted divorce," was the substance of what they said, and among the voices I recognized those of the following couples: Cover Over, Enter In, From Thence, Go Fetch, Have Got, Latter End, Continue On, Converse Together, New Beginner, Return Back, Rise Up, Sink Down, They Both, Try And, More Perfect, Seldom Ever, Almost Never, Feel Badly, United Together, Two First, An One, Over Again, Repeat Again, and many others.

When quietude had been restored, the word Rest said: "You words all talk of being over-worked, as if that were the worst thing that could happen to a fellow, but I tell you it is much worse to be cut out of your own work. Now, look at me.

Here I am, ready and willing to perform my part in the speech of the day, but almost everybody passes by me and employs my awkward friend Balance. It is the commonest thing in the world to hear people say they will pay the 'balance' of a debt, or will sleep the 'balance' of the night."

"I suffer considerably from the same kind of neglect," said the word Deem. "Nobody ever 'deems' a thing beautiful any more, it is always 'considered' beautiful, when, in fact, it is not considered at all."

"True," said Irritate, "and people talk of being 'aggravated' when they ought, instead, to give me work."

"And me," said Purpose. "Look at me. I get hardly anything to do, because people are always 'proposing' to do this or that, when no idea of a proposition is involved. Why, I read the other day of a man who had 'proposed' to murder another, when, really, he had never said a word about it to a living being. Of course, he only purposed to commit the murder."

"It is my turn," said the word Among. "I should like to protest against Mr. Between doing my work. The idea of people saying a man divided an orange 'between' his three children! It humiliates me."

"It is no worse," said the word Fewer, "than to have people say there were 'less' men in one army than in another."

"No," added More Than, "and no worse than to have them say there were 'over' one hundred thousand men."

"It seems to me," said the word Likely, "that nobody has more reason for complaint than I have. My friend Liable is doing nearly all my work. They say a man is 'liable' to be sick, or 'liable' to be out of town, when the question of liability does not enter into the matter at all."

"You're no worse off than I am," said the little word So. "That fellow Such is doing all my work. People say there never was 'such' a glorious country as this, when, of course, they mean there never was 'so' glorious a country elsewhere."

I saw that there was likely to be no end to this discussion, since half the words in the dictionary were making efforts to put in their complaints; so I returned to my couch, and I will leave it to any person who has read this account to say whether I had not already heard enough to make me or any body else feel sleepy.—*Washington Post.*

CHILDREN'S TEETH.

FOR real health and comfort it is as necessary to have sound teeth as to have sound lungs or a sound brain. Mr. Denison Pedley, F. R. C. S., dental surgeon to the Evelina Hospital for sick children, has recently undertaken a dental examination of the children in three of the principal Metropolitan Poor Law Schools of London.

The number of children examined was 3,145, and the number of separate teeth was 70,000. A tabular statement reveals a great many curious and interesting facts. It was found that of the whole 3,145 children examined, only 707 had quite sound teeth.

The table of statistics may be divided into "toothache periods." The period of "maximum toothache," as we might perhaps have expected, is from the age of seven to the age of twelve; it begins with the second dentition. The period of "minimum toothache" is from the age of twelve to the age of fifteen—that is, after the second dentition is well established. The point of greatest practical importance is, that a great many teeth go wrong and inflict permanent injury as well as disfigurement upon children, which might easily be prevented by frequent inspections of the mouth. For example, in 110 children examined at the age of four, there were found no fewer than 290 teeth which required filling or extracting.

In 340 children examined at the age of nine, there were found the extraordinary number of 1,143 unsound teeth—more than three in the mouth of every child examined. As many as 833 of these were found capable of cure by filling, while no more than 310 required extraction, of which eight only were permanent teeth.

There are reasons for believing that the teeth of the class of children examined are rather above than below the average for all classes. It is said, indeed, that as we ourselves ascend in the social scale, our teeth descend in quality. The obvious conclusion is that our children's mouths ought to be periodically inspected by competent and honest dentists.—*The Hospital.*

GLASGOW A MODEL CITY.

THE *Fortnightly Review* of April has a very suggestive account of the local government of Glasgow, well worth the attention of municipal reformers. It is all the work of the last twenty years, and during that time London and Birmingham, Berlin and Leipsic, have made similar progress. What have our cities in America to show that can at all compare with these foreign cities in the way of improvement and progress? Glasgow has its best business men in its Councils, and the city government is so well administered that, with steadily diminishing rates of taxation, there has been a growing increase in all the needs of life in a large city, better finances, better light, better water, better homes and streets, and better facilities for enjoyment, cheap rates for traction cars owned by the city, plenty of parks, picture galleries, recreation grounds and music, gas and electric lights, a free public library of over one hundred thousand volumes, public baths and wash-houses, markets, water works, the water brought from a mountain lake which is thirty-five miles, and water rents reduced more than one-half since this unlimited supply of the best water was secured.

All this has been done in and for Glasgow. Gas and electric light and power are all supplied cheaply by the works owned by the city. After a long lease of its streets for tramways, the city took them, improved the serviee, reduced the price, and still showed a balance on the right side, so that it is now proposed to make the uniform fare a penny—two cents. The wretched slums of Glasgow have been swept away by the wise expenditure of $10,000,000 in the last twenty-eight years, and the city now rents one and two-roomed workmen's houses at from $25 to $50 a year; has built six lodging houses for men, and one for women, each with a good room, where there are dining and sitting-rooms, and a kitchen and shop. A night's lodging costs from 10 to 20 cents; and this pays nearly five per cent. per annum, while the money with which this improvement was made costs only 3½ per cent., or less.

Glasgow is about to build a Family Home for Widows and Widowers with children; rooms for a man or woman with not more than three children, to cost 16 cents a night, the children to be fed and cared for during the day for 35 cents a week, and free entertainments to be provided every Saturday night. The city also proposes to build one-roomed houses, to be rented for $25 a year, and two-roomed houses to rent for $40 a year. Private enterprise has kept pace with the city, and healthy and cheap houses are now abundant in Glasgow, for workmen earning $5 a week. The city has provided museums, half a dozen parks, and a good art gallery. Lectures and concerts are given during the year, at from 2 cents to 6 cents; there is a People's Palace, and there are play-grounds for children, with gymnastic apparatus and games.

The sanitary officers have a small army engaged in fighting disease; in taking the sick to hospitals, made attractive in every way; in detecting nuisances, in preventing and punishing over-crowding; in supervising shops, dairies, etc., and in cleaning 200 miles of streets; providing for the sewage, so that the river, that was a growing danger, is now clean and sweet. Glasgow has five public wash-houses, at a charge of 10 cents, and baths free to public-school children, who are taught swimming.

To do all this, Glasgow levies a tax of about 60 cents on the pound ($5) of rentals of $50 and upwards, and of 50 cents on rentals under that amount, a reduction of one-fourth during the last 20 years, in which all of these improvements have been made; it has lowered the price of gas from $1.25 to 60 cents; it has built a fine City Hall for $2,500,000, payable in 50 years, partly by a special tax of about a cent on the pound, and partly by charging rent to the departments that occupy the City Hall. With liabilities of $40,000,000, Glasgow has assets of over $50,000,000 and by a well-adjusted system of sinking funds, gradually reduces its debts for water and gas, and parks and galleries, in periods varying from 20 to 70 years.

Glasgow has over 700,000 people, and covers nearly 12,000 acres, and is now trying to increase the participation of its citizens in its local administration, so as to heighten its efficiency and secure its economy. Politics are practically unknown in the city government of Glasgow, where the Councils and the Mayor and the city officers are all striving strenuously to promote the good, the happiness, and the welfare of the whole population, their health, their comfort, their

recreation, their happiness, and to advance the prosperity of the city its people love so well and are so proud of.—*Philadelphia Ledger.*

HORACE MANN'S COUNTRY SCHOOL.

BY STATE SUPT. HENRY SABIN.

THE school of Horace Mann was a common school and nothing more. His personal presence and addresses were the most powerful means of overcoming the indifference of the people. His lectures enlisted *popular sympathy.* We must catch Mann's spirit of talking in common language of the necessity of educating every child in the State.

Two great questions claim our attention: How can we obtain better results in towns and villages? and how can we raise the character of the country schools?

Horace Mann preferred a thorough preparation in a few branches to a smattering in many. His teacher for the district school must possess aptness to teach, as well as knowledge, which he says embraces a knowledge of methods and processes. But Horace Mann's teacher must also possess the power to govern and control his school, not necessarily through fear, for love is far better and more enduring. Yet when love fails, force must be called in, for disobedience is the open gate to all evil influences.

Horace Mann's idea was very far from confining instruction in the country school to the three R's. Whatever has a tendency to make the boy more useful on the farm, or to make the life on the farm more attractive to him; whatever will make the daughter more useful in the home, or make the home a place of supreme pleasure to her, may legitimately be taught in the district school.

There should be more attention given to school-house architecture. Long and earnestly did Horace Mann labor to reform the architecture of the country school-house. There will never be suitable buildings until the State exerts its authority, and compels it as a pre-requisite of obtaining a share of the public funds.

The country school-house should be the headquarters for the literary society of the township, the library, the place for holding the singing school, the district lyceum. Trees should adorn the grounds. The place should be healthy and comfortable. In short, the country school-house should be the centre of all good influences in the district in which it is located. As it is now, the country school often sits in the valley of the shadow of ignorance, awaiting patiently the time of its redemption.

IMPORTANCE OF WRITING.*

BY W. W. DAVIS.

PEOPLE have been variously divided: Into men, women, and clergymen; into the good, the bad, and the Beechers. Carlyle said forty years ago, there were thirty millions of people in England, mostly fools. For our purpose we may divide intelligent people into three classes: those who write, those who read, those who both read and write.

1. Some of our novelists, for example, write so much they have no time to read. When can authors read, who write from forty to sixty novels, one a year, or one every six months, or in case of pressure, one in five weeks, as Marion Crawford did? Who can name the stories of Miss Braddon, Miss Yonge, Mrs. Henry Wood, Mrs. Southworth, or Mrs. Holmes? Rapid writing or continuous writing must affect the quality. The reservoir runs dry. Ivanhoe, one of Scott's first novels, is his best. When William Black met Carlyle, the old cynic placed so light an estimate on Black's story-telling, that he asked the novelist, "Well, mon, when are you going to do some real wark?"

2. Some great readers, on the other hand, are unwilling to write. Many a scholar carries his useless learning with him to the grave. It did no one any good. Gray was one of the finest scholars in Europe, but except his letters and the glorious Elegy, the world is none the wiser for his profound attainments. Magliabecchi, the librarian of Florence, the prodigy of letters, left not a single proof of his learning, simply a name for prodigious memory.

3. Your true literary worker both reads and writes. Macaulay was not only the omnivorous student of literature, ancient and modern, but he was also poet, essay-

* Address delivered at University Extension Conference, Joliet, May 18, 1895.

ist, historian. Southey's house overflowed with books, but he wrote much, and he read pen in hand. Gladstone, at eighty-six, continues to read ten hours a day, but he finds time, amid all the cares of statesmanship, to enrich literature with contributions in every department, from studies in Homer and translations of Horace to Annotations on Bishop Butler.

Reading is of course, a luxury, a high intellectual enjoyment. Gray remarked, "Let the Mohammedan look forward to a Paradise of sensual beauty, be it mine to read eternal new romances of Crebillon and Marivaux." Joseph Rodman Drake, after a shower on a summer evening, exclaimed, "I would like to lie in the lap of that rainbow, and read Tom Moore." But continuous reading, delightful as it may be, without aim or purpose, accumulates a heterogeneous mass of facts and fancies which only the pen can sift and classify.

It is easy to attend lectures, and enjoy the ripe products of thoughtful minds, minds that have reduced to system the results of reading. So Blackie at Edinburgh roused his students with the charm of Grecian story; and so the audiences of our own Moulton have caught something of his enthusiasm in Browning and Shakespeare.

While reading is necessary, and attendance upon lectures desirable, each mind must bring these communicated thoughts, these acquired ideas, to positive possession, to personal mastery. You must write. It is a logical imperative, an intellectual necessity. Permit us to quote for a thousandth time old Bacon: "Reading maketh a full man, conference a ready man, writing an exact man."

Writing is not always easy, but it is worth all it costs. Darwin confessed that the construction of his sentences was slow and laborious, but they convey the genius of a master. How the mind thrills as the thought develops and the view expands. With Cowper we realize,

> There is a pleasure in poetic pains,
> Which only poets know.

Writing not only clears your own mental vision, but it presents the idea vividly before the minds of others. John Foster takes his pen, and gives to philosophy those crystalline Essays on Decision of Character. Bunyan takes his pen, and his rich imagination sets before the common mind a real experience in the Pilgrim's Progress. Adam Smith takes his pen, and after ten years of retirement, the Wealth of Nations makes a new era in the methods of commerce.

But the average man does not incline to write. What is the remedy? Beecher advised a seeker after health to start with a sound grandfather. The remedy must begin in the schools. Children should early be trained to think and write. Let them tell what they know in their own words, let them write much as they advance in the course. There is too much memoriter recitation, too little original composition. Essays in the high school, orations at college, will not atone for the neglect of daily or weekly composition in the intermediate departments.

Let us, therefore, encourage the patrons of our University Extension lectures to read all they can, to write all they can. Let us modify Bulwer's famous line,

> The pen is mightier than the sword,

by proving that the pen is mightier than the ear of curious hearing, mightier than the eye of aimless reading, mightier than the tongue of transient talk.

CONFUSION OF TONGUES.

THE greatest confusion is always the "confusion of tongues." Ten men using the same word will flash into it ten different shades of meaning. Language reveals thought; language conceals thought; language is the "mutual friend of thought," and is responsible for a great deal. The only remedy for a "confusion of tongues" is the Pentecostal arrangement by which every man hears God's thought "in his own tongue." Prayer should form a large part of every religious discussion. Men who pray are not apt to part. When the Jew had no dealings with the Samaritan, neither Jew nor Samaritan had much to do with God. When one man is as near God as another man, both men will be as near each other as they are near God. Fathom the meaning of that one word, sympathy. "Jesus wept." This is the shortest verse in the Bible. And that it is the shortest gives the strongest emphasis to the thought, sympathy. "Put yourself in his place." You ought to, at least intellectually. You are asking him to put himself in

your place. Begin by imagining yourself in his place, and ask him to put himself in your place. Do not exchange principles, not even for a moment, but exchange your point of view just for a moment. If you put yourself in his place, and he puts himself in your place, you may both come to the conclusion that between your place and your antagonist's place there is a half-way place, and that truth resides there; for if both are seeking the truth, and both find what both are seeking for, both must of necessity find each other in finding the truth. The highway towards truth's metropolis is called sympathy. "Walk in love." Mankind is one at heart, but divided at the head. We are one in our feelings, but many in our knowings. We desire the same end, but employ various methods. We are steering for the same port, but going by different ways. This would be a blessed world if everybody thought exactly as you do—perhaps it would.—*Young Men's Magazine.*

A BOY SAVED.

AN engine bumped against some empty cars in the early dawn of a winter morning. A boy who had been asleep in one of them was thrown, dazed and bewildered, against the door, which he had pulled to when he crawled into the car the night before.

Just then a brakeman thrust his head into the car and reached for his jacket, which he supposed was hanging where he had left it. He was somewhat surprised to find a boy on it, and took it from him without ceremony.

"Now get out of here!" he said, thrusting the boy from the door. "If I catch you in one of these cars again I'll give you to a policeman."

"What's he been up to, Bill?" said a man who was putting freight into the next car.

"Up to my coat," he said, giving it a vigorous shake as he walked off.

The boy looked dirty and dejected as he limped along the side of the track. The man who had spoken called after him:

"Hullo, there! Do you want a job?"

The boy turned back quickly.

"If you'll help me to load these firkins I'll pay you for it; but you'll have to work spry."

The prospect of a little money brightened the boy, and he set to work in earnest, though he was stiff and cramped and hungry.

"Do you live around here?" asked the man.

The boy shook his head.

"In case we should want to hire a boy about your size, can you give me any recommendations as to your character?"

The boy's face flushed, but he made no answer. The man watched him narrowly, and when the car was loaded handed him twenty-five cents, saying: "We're short of hands in the freight-room. Do yo think you'd like the job?"

"Yes, I would like it." The boy's face was almost painful in its eagerness as he followed the man into the freight-room.

"Now," said the freight man, seating himself on a box, "we'll have a bit of talk before we get to business. I don't know anything about you, except that you're cold and hungry; you look that. But I think it is likely you've got into some scrape; if you hadn't you would not be loafing about stations and sleeping in freight cars. I'm not going to ask you if you've done anything wrong, but I'm going to ask you if you've got a mother."

"No; she's dead."

"Got any father or folks that belong to you?"

"I've an uncle and some cousins."

"Well, now, if you had a mother, I'd send you to her in no time, for there is nothing a mother won't forgive; but uncles and cousins are different.

"If I recommend you at the office, they'll take you; but mind, if I do it, I'm going to watch you as a cat does a mouse. You'll have to spend your evenings and Sabbaths with me.

"I went wrong myself when I was no older than you are," lowering his voice. "An' if it hadn't been for my mother—well, that was a long time ago. You've got switched upon the wrong track, I'm very sure, and as you haven't any mother to help you get on the right one, God helping me, I'll do it, if you'll let me.

"Preaching isn't in my line; but there's just one thing you don't want to forget, and that is, the good Father is giving you a chance now to get back where you can do right and feel right. Are you going to take it?"

The boy answered faintly that he would try. He was taken into the freight-yard, and was under his new friend's eye constantly, and it was not long before the man had so won his confidence that he told him his story.

There was trouble and dishonesty connected with it, but for two years the lad proved himself faithful and trustworthy in his new occupation. He was then advanced to a more responsible position; but there was something almost pathetic in his devotion to the man who had befriended him, and in his respect for the religion he professed.—*Educational Independent.*

STUDENT HONOR

PRINCETON COLLEGE EXAMINATIONS.

THE present method of conducting examinations at Princeton was inaugurated in January, 1893. Just before the mid-year examinations, in response to the strong desire of the college, the Faculty decided to abandon the old plan of watching students, and resolved to put them on their honor. In accordance with their wish it was also voted that each student be required to sign at the end of his paper a pledge stating that he had neither given nor received assistance in the examination. It was also agreed that instructors were to avoid even the appearance of watching students. The examiner was to be present solely for the purpose of presiding and answering necessary questions, but was to be free to leave the room at any time. The only restraints to be put on the freedom of the students were such as were necessary to preserve the decorum of the examination. They also were free to leave the room and to communicate with one another.

The result was very interesting. Cheating vanished from the examinations of the Senior and Junior classes as if by magic, and from then till now but a single case of it in these classes has been known. Three or four Sophomores had the temerity to brave the frowns and warnings of their neighbors, and cheated openly and somewhat defiantly, while a number of Freshmen cheated shamelessly. The indignation of the college was aroused at once. There was an immediate call for a mass meeting, and one day, before the examinations were half over, there gathered in the Old Chapel the most thoroughly stirred and determined body of undergraduates that ever met on the Princeton campus. No athletic meeting ever equaled it. That meeting decreed that any student mean enough to cheat when put on his honor was no fit man for Princeton, and must go. It appointed a characteristic student committee, of which the leader of the Glee Club was chairman, and football and baseball men and other students of strong personality and pluck were the members, with instructions to summon witnesses and gather what evidence it could respecting the students charged by campus rumor with cheating, to confront these students with the evidence against them, and to deal adequately with every man of whose guilt there was no question.

The committee discharged its difficult and delicate duty with magnificent fidelity and great discretion. After careful deliberation it very wisely decided that time enough had not elapsed for the college freely to realize the honor principle in examinations, and that it would be fairest—especially as the culprits were all under-class-men—to give any man who chose to take it the chance to save himself by confessing his guilt to the examiners under whom he had cheated, and taking another examination. It was its unanimous decision that thereafter but one penalty could be considered—a recommendation to the Faculty of dismission from college.

The committee was able to get evidence enough to convict two Sophomores and two of the guilty Freshmen, and of these all but one, a Sophomore, availed themselves of the privilege of confessing to their examiners. Against certain other Freshmen, of whose guilt it was convinced, the committee could not get sufficient evidence, because their friends leagued together to shield them. One man plucky enough to testify was for a time ostracised by his former club-mates. It is an interesting fact that most of these men soon disappeared from college.

The remaining Sophomore—a man who had cheated in almost every examination he had taken, and against whom the evidence was conclusive—was defiant. He denied the jurisdiction of the committee, refused to submit to trial, and set himself at work among his friends to stir up revolt against the new order of things. The little mutiny was of short duration. A

committee of some fifty Juniors waited on the would-be mutineers one night, and nothing further was heard from them. The feeling against the guilty Sophomore meanwhile was becoming intense, and threats were frequent that if he did not soon disappear of his own motion, his traps would be thrown into a mule-cart, and he be drummed out of town after it to the tune of the Rogue's March. He appealed to the Faculty, asserting his innocence most brazenly. The Student Committee at once presented its evidence, withholding only the names of witnesses. The Faculty considered it and the defence of the accused man very carefully, was satisfied of his guilt, and promptly required him to leave college.

Since those memorable examinations in January and February, 1893, cheating has been comparatively unknown in Princton.

At the June examinations of that same year a Freshman copied from the papers of a classmate without his connivance or knowledge. The examiner noticed the correspondences between the papers of the two men, and had no difficulty in determining which of them was guilty, and in seeing that the other was guiltless of giving assistance. By advice of the Faculty he laid his evidence before the Student Committee. The guilty man was summoned, admitted his guilt, and was told that if he returned in the fall the Faculty would be asked to dismiss him finally from college. He did not return. Twice only since then have indications of cheating been noticed in papers handed in by students. In each instance the evidence was put into the hands of the Student Committee, who found one of the men accused innocent, the other guilty. The guilty man was dismissed from college.

In the mid-year examinations of 1894 two students were proved guilty of cheating, a Senior and a Freshman. The committee recommended that the Senior be dismissed from college, and the Faculty acted in accordance with the committee's recommendation; but the Freshman was allowed to confess his guilt to his examiner and take a new examination, on the ground that he had not been long enough in Princeton to realize what Princeton honor meant. This Senior was the only upper-class man against whom there has been even a suspicion of cheating since the honor system went into operation. He had the temerity to return for Class Day, and was ostracised by his classmates for his pains.

No case of cheating was reported at the examinations in June last, but four cases, all under-class men, came before the committee after the recent February examinations. One of the four was acquitted, the remaining three convicted. It was recommended to the Faculty, with a presentation of the evidence, as in previous cases, that the one who was a Freshman should, in consideration of that fact, be merely suspended, but that the others be dismissed, unless they chose to withdraw of their own accord within one week. They withdrew at once.

The last two cases illustrate strikingly the high standard set by the Student Committee. Neither man had handed in the portion of his work which was dishonest. Each had been detected using a crib by one of his neighbors, and had seen that he was detected. The one had thereupon handed in a blank paper, and the other a paper from which the dishonest work was carefully erased, and from which the pledge was absent. But when examined by the committee both were forced to admit that detection alone had prevented the dishonest work going in to the examiner, and the judgment of the committee, since then unanimously endorsed by a mass-meeting of the college, was that, except in the case of a Freshman, under the honor system cheating in examinations, in whatever degree, whether it consisted in giving or in receiving assistance, was a capital offence, for which there was no adequate penalty short of final separation from college. A culprit whose offence was not particularly heinous was to have the privilege of withdrawing without formal vote of dismissal by the Faculty, but leniency was to go no further.

The original Student Committee disbanded immediately after acting on the cases of cheating which it had been appointed to investigate. Since then there has been no permanent committee, but the presidents of the four undergraduate classes have served as a committee when occasion for investigation and action has arisen. Their work has uniformly been characterized by the utmost care, discretion, and fairness. The mode of procedure is the simplest possible. The witnesses against the accused students are first heard. The accused is then sum-

moned, and, after the evidence against him has been read, allowed to make his statement and to present witnesses for his defence. The case is then decided in accordance with the evidence.

There was a strong feeling at the outset against trammelling the movement with unnecessary machinery, and a conviction that time and experience would evolve the best mode of administering it. But the system has now grown into such definite form that it is possible to embody it in a written constitution. The need of such a constitution has come to be felt, and accordingly one was adopted at a mass-meeting of the college held May 1st of the present year. The purpose of the constitution, as stated in the preamble, is "in order to preserve the high standard of honor recognized by the establishment of the Honor System in examinations, to regulate the procedure and organization of an undergraduate committee of investigation and punishment, and to insure its continuous and uniform action." The constitution is a very complete document, providing for a regular committee, a fixed mode of procedure, and permanent records. The penalty provided for all violations of the "Honor System, except those of Freshmen, is a recommendation to the Faculty of final separation from college, "with the addition, in extreme cases, of publication to a mass meeting of the college." For Freshmen the penalty is to be "a recommendation of suspension for a time determined by the committee."

The movement has been characterized throughout by much dignity and a freedom from sensational features; and on that account it has attracted but little general notice since its inauguration in 1893. The first news of its success, however, aroused a great deal of interest among the students of other colleges, and the various undergraduate journals at once took up the question. The students of Wesleyan University introduced the Princeton plan. The *Amherst Student* urged that "the new Princeton system" be tried at Amherst. The *Cornell Era* asserted that "a similar change in the method of conducting examinations would be welcomed by the Cornell students." The *Harvard Advocate* characterized the Princeton movement as "better than twenty victories at football," and the *Yale Courant* said, "Princeton is to be congratulated on the step she has taken, and we wish that Yale mig the first to follow her." Such is th tory of the movement of the Prin students for honor in examinatio movement which has only gained str with time, and which has establishe "Honor System" as one of the p nent institutions of Princeton.—*Ha Weekly.*

THE OWL CRITIC.

BY JAMES T. FIELD.

"WHO stuffed that white owl?" N
spoke in the shop:
The barber was busy, and he couldn't
The customers, waiting their turns, we
reading
The Daily, the Herald, the Post, little he
The young man who blurted out s
blunt question;
Not one raised a head, or made even
gestion;
And the barber kept on shaving

"Don't you see, Mr. Brown,"
Cried the youth, with a frown.
"How wrong the whole thing is;
How preposterous each wing is;
How flattened the head is, how ja
down the neck is—
In short, the whole owl, what an ign
wreck 'tis?

"I make no apology;
I've learned owl-eology.
I've passed days and nights in a hu
collections,
And cannot be blinked to any deflecti
Arising from unskillful fingers that fa
To stuff a bird right, from his beak
tail.
Mister Brown! Mister Brown!
Do take that bird down,
Or you'll soon be the laughing-stoc
over the town!"
And the barber kept on shaving

"I've studied owls,
And other night fowls,
And I tell you
What I know to be true:
An owl cannot roost
With his limbs so unloosed.
No owl in this world
Ever had his claws curled,
Ever had his legs slanted,
Ever had his bill canted,
Ever had his neck screwed
Into that attitude.
He can't do it; because
'Tis against all bird laws.
Anatomy teaches,
Ornithology preaches,
An owl has a toe
That can't turn out so!

I've made the white owl my study for years,
And to see such a job almost moves me to tears.
Mister Brown, I'm amazed
You should be so gone crazed,
As to put up a bird
In that posture absurd!
To look at that owl really brings on a dizziness;
The man who stuffed him don't half know his business!"
And the barber kept on shaving.

"Examine those eyes!
I'm filled with surprise
Taxidermists should pass
Off on you such poor glass;
So unnatural they seem,
They'd make Audubon scream
And John Burroughs laugh,
To encounter such chaff.
Do take that bird down;
Have him stuffed again, Brown!"
And the barber kept on shaving.

"With some sawdust and bark
I would stuff in the park
An owl better than that.
I could make an old hat
Look more like an owl
Than that horrid fowl,
Stuck up there so stiff like a side of coarse leather.
In fact, about him there's not one natural feather."

Just then, with a wink, and a sly normal lurch,
The owl, very gravely, got down from his perch,
Walked round and regarded his fault-finding critic
(Who thought he was stuffed) with a glance analytic,
And then fairly hooted, as if he should say:
"Your learning's at fault this time, anyway;
Don't waste it again on a live bird, I pray.
I'm an owl; you're another. Sir Critic, good day!"
And the barber kept on shaving.

THE OLD SCHOOLS.

THE thanks to all readers are due to the gentle contributor who, in a recent number of the *Atlantic*, set forth so well the charms of the old-fashioned country school. It may not be unwelcome news to her and many others that the educational world is now going through a most wholesome reaction in favor of precisely the principles which underlay that venerable institution. Not that any one in those days thought much about principles in education—far from it. The old "district school" and "academy" were not built upon theories. They were the simple expression of the will of a sturdy community to give its boys and girls a chance—as good a chance as the community could afford to pay for. They sought their teachers where these could best be found, in the ranks of vigorous youth who were earning their way through the colleges of New England. They took in all the pupils who cared to come, of all ages and at all stages of progress, and sorted them out as best they could, in an unscientific but in a thoroughly effective fashion.

They had no curriculum, no notions of "time allotments" and "harmonious development" and "logical sequence" and the rest of it, but only a simple and direct way of getting children to read, write, and cipher at a very early age, and to be ashamed if they did it badly. Then—and here was the great unconscious principle that the country school was demonstrating—wherever any pupil had a point of individuality to work upon, some taste or some talent, there the teacher found his opportunity. The college youth, himself just waking up to the charm of literature or the fascination of scientific experiment, was led instinctively to pass on to his inquiring pupil some spark of the divine fire of original study. The close personality of the relation gave a power to the teaching which no mechanical system could ever attain. It was the method which the experience of the world, from Socrates down, has shown to be the only effective one—the method of direct impact of one mind on another.

Under this system, which was no system, the mind of the pupil blossomed out into the most vigorous growth of which it was capable. It never got the ruinous notion that a machine was going to do its work for it; there was no machine. If the teacher had anything in him, it was called out by the fresh, unspoiled enthusiasm of the scholar. There was no such thing as "getting through" the country school. The pupil went there term after term, year after year, simply demanding, as did the pupils of ancient Greece and those of the fair early days of the mediæval universities, whatever new the teacher of the moment had to give. There was no "course," because there were no limitations of subject or of time. In that procession of active youth coming from the larger life of the college,

there was sure to be, sooner or later, some representative of every subject of study. The strain on the personality of the teacher was immense—no reader of Elsie Venner can forget that—and it produced a response. Individual answered to individual, and out of this give-and-take came originality.

Then there was a change. All this was found to be unscientific. The method must be made more conscious of itself. M. Jourdain must be made to see that he had been speaking prose all his life, and to realize what a fine thing it was to speak prose. There arose a being whose shadow has since darkened all the land, the "educator." To be simply a teacher was no longer enough; we must have educators, and that quickly. This hodge-podge of pupils of different ages must be broken up into "grades." Every pupil belonged in a grade, and there he must go and stay; if at the given time there were no grade into which he precisely fitted, so much the worse for him.

The graded school became the idol of the educator. It commended itself to all that race of men who are captivated by organization, and to whom a system is a precious thing. Give us only a system good enough, and enough of it, and the individual may be swallowed up in it without fear of harm. No matter whether teacher or pupil has anything particular in him; the system will do the business. So for a generation we have had the graded school in all its beautiful symmetry, and what is the result? Our community wakes up suddenly to the conviction that the youth of to-day, the product of the educational mill, is not better than his fathers. He has heard of more things, but he is no better able to take hold of a thing and do it than his grandfathers were. There is no intelligent college professor to-day who would not rather have to do with a rough-finished, sturdy lad, who has tumbled up somehow by his own wit and energy in the irregular give-and-take of a country academy, than with a youth of equal natural parts who has been taught to rely upon the machine to give him what he is to have.

Let any one study the recommendations of conventions and committees for remedying present educational ills, and he will see that they are all in the line of a return to the methods of the country school. Half-yearly promotions, liberty to "skip a class," some freedom in the choice of studies, the widening of the roads leading to college, more time to be given to the individual pupil, a chance for the teacher to take a year off for further study, less unreasoning repetition of work already done, that dull pupils may be pulled along while brighter ones are kept back—all these things remind us precisely of the conditions of the country academy a generation ago. Another sign is the rapid growth of private schools, where the similarity is often still greater, and whither boys are sent in the hope that they may escape the mechanical process of the city public school. Everywhere we are meeting the demand for a more general recognition of the individual. The institution, it is being seen, will not do the work. After all, it is the teacher who affects the pupil, and we are coming more and more to learn that the teacher, like every other artist, is born, not made—least of all, made by machinery. Let us give the old country school its full share of credit in bringing about this healthier tone; for it lives still, and long life to it!

DAWDLING OVER BOOKS.

BY DR. M. B. RIDDLE.

BUT little intellectual improvement can come except by hard study, and study of this kind is the proper basis for all other ministerial labor. Because the New Testament presents Him who is Himself the truth, there is no other study so fitted to promote mental growth. You will have plenty of material for sermons as the result of such work. There will not be that continual "scratching on the bottom of the meal tub," which characterizes the hand-to-mouth method.

Beware of dawdling over your books, of "mooning" instead of studying, of letting your thoughts run away from the matter before you. If you are pursuing a connected course, have your books of reference within easy reach, and get so familiar with them that you waste little time "finding the place." An apprentice is taught the use of tools by practice under the eye of a master; something like this is needed in our school training. Get what help you can in this art of handling your tools. Having a full tool chest never made a skilled mechanic.

It is a great mistake to use more books than you have skill to handle. Get the best critical Greek testament; learn what to do with it. Get a good Greek concordance; look up the passages where a Greek word occurs. That will do you more good than owning half a dozen Greek lexicons. Get a grammar that will make clear to you the difference between the Greek times and our English ones; apply this knowledge until you find the Greek tense speaking to you without your parsing it. A few other helps are needed at first. Then as you get skill in the use of your tools, buy more. By that time you will know how to get better ones, if there are such. What you need is skill, training of the judgment, improvement of yourself, not a cram of other people's thoughts.

"ONE TALENT."

BY T. J. CHAPMAN.

"If we could draw back the curtains of the millennium and look in," says Phillips Brooks, "we should see not a Hercules here and there standing on the world-wasting monsters he had killed; but a world full of men each with an arm of moderate muscle, but each triumphant over his own little piece of the obstinacy of earth or the ferocity of the brutes."

I wish every humble worker could read Bishop Brooks' sermon on "The Man with One Talent,"—it is so full of comfort and inspiration for those whose hands begin to hang down through weariness and discouragement.

It would seem indeed that God has seen fit to bestow more than one talent upon but few of his children, well knowing our inability to invest a larger capital judiciously and profitably; but of the man with the one talent will as strict a reckoning be required as of him that has received the two or the ten talents.

The poor fellow in the parable came up very complacently with his one talent carefully wrapped in a napkin. He had not lost it by rash speculation, or squandered it in unseemly waste: if he had not improved it, he had at least taken care of it, and had it in all readiness to restore it to his lord: As the saying is, "He had held his own." So many people seem to be well satisfied if they are able "to hold their own;" and, indeed, it is something in this world of scramble and selfishness and competition to be able always to retain what we may have; but it is not enough to earn for us the commendation of our Master, or even to gain us immunity from the punishment for short-coming.

As the Bishop points out, men are apt to become discouraged because of their inability to do anything effectively against the great tide of human ignorance and want and misery; and so, instead of doing the little which they might do, they stand listlessly by, and do nothing. Surely it is discouraging; but after all, it will be mainly by the united and persistent efforts of those who individually can do but little that the earthly salvation of men will be finally effected. The great moral heroes and champions have always been and always will be few.

And the teacher particularly I think is liable to this discouragement. He, more than most, is brought into daily and hourly contact with so much ignorance and viciousness, and all his efforts somehow seem productive of so little good, that he is brought to the verge of despair. What can he, with his limited powers and opportunities, accomplish? If he were a man of commanding talent, of vast wealth, or of high position, he might effect somewhat; but he, in his obscure position, what can he do? And yet, as Bishop Brooks observes, "If we look at it in a higher way, surely we may come to feel that the very certainty that the world must be saved by the faithfulness of commonplace people is what is needed to rescue such people from commonplaceness in their own eyes, and clothe their lives with the dignity which they seem so wofully to lack, and which, if any man does not see somewhere shining through the rusty texture of his life, he can not live it well."

One day at Bethany, not long before His passion, as the Master sat at supper in the house of Simon, a poor woman, out of the great love of her heart, came in with an alabaster box of precious ointment, and poured it on His head. Some of His disciples were very indignant at what they denounced as this "waste;" but Jesus excused it, and said of the woman, "She hath done what she could." No higher commendation could be given of any one. It sums up the whole amount of every man's best efforts, whether he has labored in an illustrious or in an ob-

scure place; yet high as it is, it is the one commendation every man may obtain.

In view of all this, there can be no justification of apathy and listlessness. There is a harvest field waving white in the breeze, and awaiting the sickle of every earnest man. I remember in one of the school "Readers" of my boyhood, a conversation between Mr. Goodman, a practical philanthropist, and Mr. Fantom, a visionary. The latter gentleman was for doing things on a grand scale—for improving the condition of whole nations at one sweep, but would do nothing for his distressed neighbor in the next street; and so, as Mr. Goodman observes to him, "Between the great things you can not do, and the small ones that you will not do, life passes, and nothing is done." It should be our business to do the duty that is nearest to hand—to help and instruct our poor neighbor now, and the natives of Boorioboola-Gha in their turn.

THE CHAMBERED NAUTILUS.

BY OLIVER WENDELL HOLMES.

This is the ship of pearl, which poets feign
Sails the unshadowed main—
The venturous bark that flings
On the sweet summer wind its purpled wings
In gulfs enchanted, where the Siren sings,
And coral reefs lie bare,
Where the cold sea-maids rise to sun their streaming hair.

Its webs of living gauze no more unfurl;
Wrecked is the ship of pearl!
And every chambered cell,
Where its dim dreaming life was wont to dwell,
As the frail tenant shaped his growing shell,
Before thee lies revealed—
Its irised ceiling rent, its sunless crypt unsealed!

Year after year beheld the silent toil
That spread his lustrous coil;
Still, as the spiral grew,
He left the past year's dwelling for the new,
Stole with soft steps its shining archway through,
Built up its idle door,
Stretched in his last-found home, and knew the old no more.

Thanks for the heavenly message brought by thee,
Child of the wandering sea,
Cast from her lap forlorn!
From thy dead lips a clearer note is borne
Than ever Triton blew from wreathèd horn!
While on mine ear it rings,
Through the deep caves of thought I hear a voice that sings:

"Build thee more stately mansions, soul,
As the swift seasons roll!
Leave thy low-vaulted past!
Let each new temple, nobler than the
Shut thee from heaven with a dome vast,
Till thou at length art free,
Leaving thine outgrown shell by life resting sea!"

A BRAVE LIFE.

BY MARY FERGUSON.

IT was said by Mr. Beecher, "Th torious issue of tried souls is a cc to those who are in trial. When hard fought field the shout goes either wing, those that are in the and are well-nigh overcome, heari know that there is victory on some of the field, and take courage, an double their blows, and press for Oftentimes the comfort that comes seeing others victorious, brings vict us."

Perhaps a simple reference to a lif was hampered and burdened, yet bı lived, that of Miss Hannah Neuma: Brooklyn, may hold iuspiration for others who are still struggling amid cult and paralyzing conditions; for i not only a life of heroic endurance, l active work and of more than achievement.

It requires a strong soul and a re: one to bear in brave, unyielding co the bereavements, trials and anxi the hours of discouragement and of liness, and conscious weakness, thwarted hopes and unfulfilled de the misconceptions and misrepre: tions which all must know, yet form always a part of the life-expe: of *all*, and are a part of its discipl teach us the self-mastery and the fort which is power—character. Whe these experiences is added an un amount of constant, intense, and greater or less degree disabling ph: suffering, the heroism which enable to go forward, and still through all steadfastly forward, is incalculable.

A life but recently closed was o these. Some years ago a young graduated, with honors, from one o best institutions of learning. It necessary that she should support self and also assist in the support of

near and dear to her, so she entered at once upon the work of teaching. As time passed the evidences of a growing cancer became increasingly manifest. She continued at her post, however, and also continued her studies—for she had not on leaving school discontinued her efforts to acquire knowledge—until she was obliged to leave them in order to have surgical treatment. Twice she thus entered a hospital, and twice was the cancerous growth subjected to the surgeon's knife.

After each operation she left the hospital wards to return to her desk in the school-room as well as to her place in the home. Her mother was strong neither in health nor in self-reliance and depended wholly upon her daughter; and her sisters also turned to her for help, and sympathy, and advice, ever abiding by her judgment. And while she was the heart and strength of the home, and the diligent and painstaking teacher of successive classes of children, she was, at the same time. living a mental life of unusual intellectual fervor. She was traversing with unflagging zeal the paths of the higher intellectual pursuits—reading, studying, and occasionally corresponding with the learned and the scientific on the other as well as on this side of the world

In school, at times, the pain was so severe that her head would fall forward for a moment on the desk before her, until, after an instant's inward struggle, she regained her self-poise, and resumed her tasks. At such moments the childten were as still as though penetrated by a sense of sacred awe. Who may know what blessing, like the "laying on of holy hands," may not have entered into the hearts of some of those young beholders of and sympathizers with those silent struggles and conquests. She never talked to any one about her suffering. Doubtless she could not. Silence gives strength sometimes, where speech would weaken.

Even when, the cancerous trouble still unexorcised, she had throngh its ever-returning depredations wholly lost the use of her right hand and arm, and the surgeons could do no more for her, she not only did not give up either her teaching or her studying, but increased the latter by entering the School of Pedagogy. Her friends have the sweet satisfaction of knowing that she had received therefrom the diploma granting her the title of Ph. D. before her life was closed. A friend who visited her but a day or two before she received her summons to "come up higher" found her quite as usual—in mind. She was, that day, unable to wear her dress, but her mind was clothed in all its royal robes, and she had never talked more interestedly, although she was obliged occasionally to stop for a breathing space or so, and lean forward with a stifled moan. She had, for some time, been unable to lie down, even during the night.

She was so happy over her graduation! so happy over the reception of the thesis which she had prepared and herself written—as all her writing had then to be done—with her left hand! And she was so full of plans for future work and achievement—in addition still to her teaching, which she had no thought of relinquishing—and enthusiastically urged her friend to join her in her studies.

Two or three days later she lay quiet and still; the white hair, frosted early through pain nobly borne, was coiled above her brow, while all the deep lines of pain upon her face were over-written with the indelible traces of high and noble thoughts, and dominated by the look of sweet peace which Death, the Restorer, so often gives. Her pain and suffering, her struggle, ever-renewed, if ever-conquered, was at an end. A sudden hemorrhage brought her, swiftly and almost painlessly, the release and relief which were so great that those who loved her could scarcely mourn the loss that was to her such gain.

In spite of her life of pain she knew much of the best that life can give—loyalty to duty, to God—ordained ties of nature, and the elevating devotion of the unselfish love which gives itself. She knew the inspiration of high aims, the devotion to communion with things great and noble, and the sweets of the conquest of the higher over the lower, both in her mental and her physical life. She knew how to be strong and patient and true, in despite of care and disappointment and unutterable suffering; and was enabled to do the work her hand found to do with all her might, and with all her strength, heroically and faithfully, even unto the very end.

Dowered with the hate of hate, the scorn of scorn,
The love of love.—*Tennyson.*

OF MILITARY DRILL.

THE movement to introduce military drill into some of the more advanced schools will meet with favor. Some have already jumped to the conclusion that its object is to prepare the boys for war; but this is by teachers who look narrowly at the work of the school-room. Military drill has been employed in many private schools for the past fifty years; and it has grown in favor in these institutions. Certain ones advertise themselves as "military academies," and thereby draw a large patronage. The introduction of it into the public schools has been caused by observing its effects in private schools.

A case was lately adverted to in an Albany paper: the father withdrew his son from the high school, and sent him to a school where military drill was practiced, giving as the reason, "I want him to learn to walk like a man; he is growing fast, and don't carry himself well." In fact, the proposition to employ military drill is only another stage in the effort to give gymnastic exercise. Any observing person cannot but see that the ordinary gymnastic drill in schools is a failure. There is a lack of interest: the movements become mechanical, and finally the pupils tire of them. It is suited best for young children. For boys of fourteen and upwards there are attractions in military drill that cannot be associated with gymnastic drill.

But there are deeper reasons: they may be called moral reasons. The tendency to lawlessness is one that besets our boys as soon as they walk the streets—is the national sin. The description the emigrant gets of America is, that it is a country where every one does as he pleases. Young women as well as young men aim to be able to do as they please. The value of the school is fully twenty-five per cent. less in its intellectual effects because of this unwillingness to observe law—to be under authority. There are many pupils sent to private schools where military drill is practiced, for the sole reason that they will learn to obey orders. There is not a teacher from Maine to California but has one or more pupils who contest his authority; this is a painful subject.

Military drill has for its main object, as a school exercise (though this may not be disclosed to the pupil), the subjection to the will of another. Many a worthless fellow in a country village has been made into a brave, courageous, self-forgetting man by enlisting as a soldier. Then for days and months he came and went as another directed; his old self, that aimed only at pleasing himself, disappeared. The military drill of the boys of the Berkeley school is something to be admired on account of its effect on their bodies; but the teachers say that the admission by the pupil that he must yield to an order from a superior follows him into the construction of the languages of Rome and Athens—he looks for a rule and follows it.

As corporal punishment has been removed from the schools the teachers have felt that they must, in some way, attain an ascendency over the pupil; and it has been the practice in very many public schools of this city, for many years, to drill the boys to "Attention," "Mark Time," "March," "Halt," in order to to teach them habits of obedience. A boy who marches as ordered is more likely to study as ordered. The present movement is therefore not at all a sudden one; it has merely arrived at a stage to attract public attention—*N. Y. School Journal.*

THE ENGLISH LANGUAGE.

THE following article from a late number of the Troy (N. Y.) *Press*, seems well worth reproducing for its intrinsic interest. The writer does not inform us as to the sources of his statistics, but it is probably safe to assume their approximate correctness. It may be a comfort to the teacher, when driven to despair by the seeming impossibility of bringing some dull pupil to understand or remember a few of the thousand and one irregularities of his mother tongue, to reflect that this very language, with all its irregularities and imperfections, is already, to a large extent, the language of commerce the world over, and that it is making steady and rapid progress, with a fair prospect of becoming the universal language of civilization.

"Is the English language destined to become the universal language? Three centuries ago it was employed by less than 3,000,000 of people; to-day it is spoken by over 115,000,000 people in all parts of the globe, and is constantly increasing, both as to population and territory. At present it is distributed as fol-

lows: United States, 65,000,000; British Islands, 38,000,000; Canada, exclusive of French Canadians, 4,000,000; West Indies, British Guiana, etc., 1,500,000; Australia, 4,000,000; South Africa, India, and other colonies, 2,500,000. This includes only those whose mother tongue is English, no account being taken of the vast number who speak English but who have another tongue. The increase of English speakers is calculated to be 2,000,000 annually. No other language of modern times has made such rapid progress. Three hundred years ago the 3,000,000 people who spoke English resided principally on the British Isles. Now it is spoken more or less in nearly every country on the face of the earth.

The principal languages which compete with English, not considering such as Chinese and Hindostanee, are French, Spanish, Russian and German. French is practically stationary as regards the number of its adherents; Spanish is largely spoken in South America and the southern part of North America, but it owes its prominence to the colonizing genius of its speakers; where German is introduced it rapidly gives way to the native tongue, generally English; Russian, like the German, has little influence upon the Western civilization. It is a remarkable fact that, while the English in their colonies and off-shoots have absorbed millions of aliens, there is no record of any great body of English speakers having become absorbed by any other race. In the United States there are millions of Germans and other foreigners who have become merged with the English speakers in a single generation, they losing even their family names; and the children in many cases do not understand their parents' language.

The English has practically driven the French out of Egypt, and it is rapidly driving the Dutch out of Africa. This has been accomplished in Egypt within a dozen years. The change in Africa is being effected with even greater rapidity. As the English-speaking settlers rush into the new country, the Dutch and other languages, which are ready to be met with drop into the backwoods and are finally lost. Africa is witnessing a repetition of the fight of the tongues in America three centuries ago, which resulted in a victory for the English. The history of lingual development in America alone is as ufficient argument for the prediction, which is made with much confidence, that no languages, excepting possibly those of the Orient, will long remain formidable competitors of the English."

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, JULY, 1895.

The best of men that ever wore earth about him was a sufferer, a soft, meek, patient, humble, tranquil spirit; the first true gentleman that ever breathed.—*Decker.*

Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'.—*Scotch Farmer.*

K. C. SCHAEFFER. - - - - J. P. McCASKEY.

THE timely and significant article on Student Honor, given elsewhere from *Harper's Weekly*, shows that the student body of Princeton College seems very competent to handle the matter of cheating at examinations. A despatch from Middletown, Connecticut, as we write, says that five students of the Wesleyan Academy have been suspended for "skidding" in the recent examinations. They were tried before a committee of students and referred to the Faculty for punishment. In one case it was suspension for a year, in the others for six months. The students say they are resolved to sustain the honor system. Score another for foot-ball, base-ball, and honorable athletics generally. The old honesty is all the stronger for its new backing of vigor and energy from the gymnasium and the athletic field.

THE Brooklyn Board of Education proposes to make important changes in the courses of study in the public schools. It is proposed to reduce the number of subjects taught, and the amount of time required for study. Several of the recommendations by the principals will be adopted, among them the teaching of inventional geometry in connection with their drawing; the teaching of natural science in the grammar schools, in connection with geography; the postponement of the time when geography shall

begin, the reduction of the amount of work in the formal study of grammar and history. In addition, the committee will recommend the use of a larger selection of supplementary readers and the reading of single short works in English and literature connected with history and geography. Instruction in hygiene will be given in connection with physical exercises daily.

WE have been much interested in a Temperance story for teachers and pupils, entitled "The Old Red School House," which is published by the Friends' Book Association of Philadelphia. It is a book for school libraries, and to be read widely, especially by young people. The pure English and clear statement of the thought on every page are characteristic of its author, Miss Elizabeth Lloyd, and add greatly to the charm of this simple story. A high ideal is set forth for pupil and teacher in every chapter. It is meant to teach distinctly the lesson of temperance, no less than the good Friendly doctrine of "peace with all men," closing the gates of strife and keeping them closed. You may buy it to good purpose for your pupils and for your children. The price is 73 cents by mail.

THERE are a great many people in the world who are graciously willing to tolerate music since some of their weaker friends enjoy it, and it seems to give pleasure to the untutored masses. Poor fools! how little they know in their vulgar self-complacency! In the new century scholars in America will, more and more of them, be musicians; and the schools will be more and more schools of music both vocal and instrumental. We are glad to see it stated, on the authority of *The Independent*, that President Harper, of the University of Chicago, is very fond of music and is an accomplished musician. It is said that he at one time thought of making it his life study. Notwithstanding the great amount of work he performs, he finds time for his music. At Chautauqua, recently, he surprised the audience by his skill on the cornet. Good for President Harper! Good, also, for the great University of Chicago!

THE Culture Extension League of Philadelphia is engaged in a good work in the endeavor to secure vacant lots throughout the city for children's playgrounds. The committee having the matter in charge has already located more than thirty such lots, most of which can be secured for the purpose at a comparatively small expense. To meet this expense the League desires money, which, says the *Ledger*, should be forthcoming. Work like that in which the Culture Extension League is engaged, and which is encouraged by Mayor Warwick and Superintendent Brooks, ought to be encouraged and substantially assisted by the public at large.

THE plan by which sectional School Boards erect and equip the school buildings in cities of the second class, enables ambitious and progressive portions of the city to inaugurate movements in the direction of progress otherwise impossible. The Sectional Board of the Fifth ward in Allegheny has erected a handsome building for instruction in Manual Training. The classes in cooking have been organized, and wood-work will soon be started under the direction of W. E. Weatherly, a graduate of the Manual Training school of St. Louis. Great credit is due Principal Snyder for stimulating and advancing his school along new lines.

IT has not been the custom of our American universities to place men of business at their head, and indeed some of their charters forbid this, limiting the choice to a member of one of the learned faculties. Columbia College, New York, however, made no mistake in conferring the presidency on Mr. Seth Low, who is a gentleman of scholarly tastes, and would, says *The American*, have no difficulty in discharging the duties of a professorship. The best Latin scholar in New York, indeed, Mr. Charlton T. Lewis, is an insurance man, and not a teacher. Mr. Low is also a man of large business experience, great wealth, and known public spirit. His recent gift of a million of dollars for the erection of a library for the college is but one of several such benefactions to an institution already the wealthiest of its class. It was the misfortune of Columbia to have in President Barnard a head who gave her energies an excessive direction towards the ideal of the polytechnic institute. President Low's succession was greeted by the friends of liberal studies as likely to restore the balance by giving "the humanities" a more prominent

place. This hope has been realized to some extent, but not so fully as had been expected. In fact, a city university will always find it more easy to attract students to technical and professional courses than to any other. Those who prefer liberal studies generally prefer also the greater quiet and the closer academic life of the university town.

ONE of the very best training schools for kindergartners was formerly conducted at Laporte, Indiana, by Mrs. Eudora Hailman. This school hus been transferred to Washington, D. C. Prof. W. N. Hailman and his faithful helpmeet have, for many years, been the leading advocates of Frœbel's methods at the meetings of the National Educational Association, and were chiefly instrumental in organizing the Kindergarten Department, now the most largely attended of all the sectional meetings.

AN old gentleman gave good advice to a young lady who complained of sleeplessness. He said: "Learn how to breathe and darken your room completely, and you won't need any doctoring." "Learn how to breathe! I thought that was one thing we learned before coming into a world so terribly full of other things to be learned," the insomniac said ruefully. "On the contrary, not one in ten adults knows how to breathe. To breathe perfectly is to draw the breath in long, deep inhalations, slowly and regularly, so as to relieve the lower lungs of all noxious accumulations. Shallow breathing will never do this. I have overcome nausea, headache, sleeplessness, seasickness and even more serious threatenings, by simply going through a breathing exercise—pumping from my lower lungs, as it were, all the malarial inhalations of the day by long, slow, ample breaths. Try it before going to bed, making sure of standing where you can inhale pure air, and then darken your sleeping room completely. We live too much in an electric glare by night. If you still suffer from sleeplessness after this experiment is fairly tried, I shall be surprised."

THE Harrisburg correspondent of the Lancaster *Inquirer* said: "Hon. Geo. V. Lawrence, the father of the present House of Representatives, intends, if he lives until the close of the session, and the veteran legislator now gives every sign of doing so, to ride in a gig to his far-away home in Washington county over the road which he traveled to the State capitol and to the Legislature before the era of the railroad. The committee on the part of the House, which is soliciting from the members the sum of $400 for the purchase of an outfit for the aged statesman in which to make the journey, is meeting with great success, and the notable ride will be taken. It will probably be made an ovation by the people in towns through which Mr. Lawrence will ride, as a keen interest has been kindled among their inhabitants in the enterprise." The horse and carriage were duly presented to the venerable Mr. Lawrence by his colleagues. The presentation speech was made by Governor Hastings in front of the Capitol.

WHEN a New England editor has this to say in praise of a Pennsylvanian, it seems proper to transcribe the eulogy into the official journal of our own State. We clip the following from the *New England Journal of Education;*

"Supt. George J. Luckey, of Pittsburgh, is one of the most genuinely successful school men in the country. He has occupied the position nearly thirty years, has had no assistant, no supervisor of primary methods, has imported no teacher who had become eminent elsewhere, has had no modern favoring conditions, and yet he has done work of which Boston or Minneapolis wonld be proud. Mr. Luckey says he is not a philosopher, a psychologist, or a pedagogist; that to the best of his knowledge and belief he is not a Hegelian or Herbartian; that he is not a kid-glove or dress-suit official, and he ought to be allowed to designate his negative qualities; but he is a genius in supervision as surely as was John D. Philbrick or George Howland. * * So far as it is possible to analyze genius, it would seem that the secret of success lies largely in the fact that he uniformly magnifies the work of every teacher who develops special power. In consequence there are many teachers in Pittsburgh who are as anxious to invent, discover, or develop some successful 'idea as are the foremen in the works of Andrew Carnegie at Braddock and at Homestead. In a word the secret of success, with Mr. Luckey, seems to be that he has the personality that peculiarly develops the personality of his teachers."

"THE school directors of East Lampeter held a special meeting recently," says the Lancaster *Inquirer*, "to which they invited the teachers of the district, for the purpose of consulting with the latter in regard to the books to be used in their schools. This seems to be a sensible thing to do. As a rule school boards are satisfied to confer with the agents who have books to sell, ignoring the teachers; presumably on the principle that the latter are mere hirelings, without sufficient judgment to make a proper selection of the tools they are to work with. The agent, who stands as the representative of some great publishing house, is presumed to abound in school-book wisdom, and he is listened to with due consideration. Is not the teacher who uses the text-books daily and, perforce, so scrutinizingly that he must, if he has ordinary intelligence, become conversant with the merits and defects of the books, better qualified to judge of their worthiness than either the director, who seldom has the time to examine the books carefully, or the agent, whose business it is to sell the books regardless of their merit? Let more school boards follow the example set by the East Lampeter board, and there will be less complaint about poor text-books." The law requires this consultation with the teachers, and there is no legal adoption of text-books without it.

IN the current number of *Harper's Bazar* there is a strong plea for the cultivation of children's voices by vocal training. The writer says: "A general prejudice seems to exist against the cultivation of children's voices. Many parents believe that their daughters should reach the seventeenth or eighteenth year before beginning vocal studies, and any teacher will tell you that a male pupil who has not passed his twenty-first year is an exception. The fear of straining the voice by training it too early seems universal; but it is a matter for grave consideration whether even greater risks may not be run in neglecting to train it in time. Talent for music is almost invariably demonstrated during childhood. Those who have voices usually begin to sing when they are children—sometimes as soon as they can talk. The gift is considered a wholly natural development, and the little one is left to warble its songs as it pleases. While one child is being carefully instructed in the rudiments of harmony, with a view to s quent piano lessons—while she is t how to sit at her instrument, hol hands, practice finger exercises, a short, is thoroughly drilled year afte in all that may establish a foundati correct method—her little sister or b with a voice is left entirely to N who, alas! often proves herself a m efficient music mistress. Most ch labor from the first under heredita fects, and those who are fortunate e to escape frequently absorb the def those with whom they are cons brought in contact." Some day will be taught everywhere, and w Then the world will wonder why, so good a thing and so natural, it w done by their grandfathers.

THE Philadelphia *Press* says: " has just been received by the Pe vania State College authorities, fro Secretary of War, that Lieut. E. W Caskey's term as commandant, whi pired in June, has been extended f next collegiate year. This is the fi stance in the history of the insti that an extension of term has granted. The degree of excellen military tactics attained by the bat under Lieutenant McCaskey's instr is sufficient reason for the enthu displayed at the announcement of h tended detail." We have know some time that it was the wish College faculty and authorities in g that this detail should be continue that more than ninety per cent. students had signed a request t effect, and are pleased to learn tha wish has been granted by the W partment. It is a high complim Lieutenant McCaskey, who, whi puts West Point drill on the boys, a master of discipline, is at the sam recognized as a common sense both generous and just. He ha teaching physics and astronomy, in tion to his military and other dutie has during the past three years tak regular course in chemistry of the more, junior and senior classes, so t has been all the while a very busy

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AT the annual meeting of the B Directors of the Pennsylvania N School, Captain Charles Lawrence elected president; Richard G. treasurer, and Frank S. Lawrence

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tary. Mayor Warwick sent a communication announcing the reappointment of Joel Cook as a member of the board for a term of six years. The following itinerary for the summer cruise of the schoolship Saratoga was adopted: Leave Philadelphia June 6, arrive at Fayal, Azores Islands, June 30; leave Fayal July 2, arrive at Southampton, England, July 19; leave Southampton August 2, arrive at Havre August 4; leave Havre August 11, arrive at Plymouth August 13; leave Plymouth August 18, arrive at Lisbon August 28; leave Lisbon September 15, arrive at Madeira September 20; leave Madeira September 25 and arrive at the Delaware Breakwater October 25. The winter cruise, with about 75 boys aboard, was to the West Indies. The ship was gone three months, and the cruise was in every way satisfactory. Commander E. T. Strong, of the United States, a very competent officer for this important duty, is Superintendent of the school and Captain of the vessel. This ship is supported jointly by Pennsylvania and the city of Philadelphia, and receives its boys from all parts of the State.

A MANUAL training school, says Mr. C. W. Woodward, has many windows, and it looks out on a very large circle of human activities whose kindling light shines in on every side. As with its windows, so with its doors; its pupils step into the busy world in all directions, each seeking a corner where he may be reasonably certain of success. There are many avenues to culture and success in life; the manual training school strives to keep them all open. Manual training as a factor in our school education dates back for its origin to our Centennial Exposition, when for the first time a systematic course of instruction in this line of work was shown by the Technical School of Moscow, Russia. It was a marked feature throughout the educational exhibits at the Chicago Exposition. The opening of the Louisville and Denver Manual Training High Schools recently on a grand scale would indicate that this is to be a permanent factor in the school curriculum of the future. Recorder Goff, whose reputation became national as the leading counsel of the Lexow Investigating Committee of New York, and who is now in a position that requires much consideration of the problem how to give yonth and young men something better than wickedness to think about, says the manual training school is one of the most practical and promising agencies to this end of which he knows anything. He thinks the fact that no training of the hand has been given to the boy is often the secret of his failure as a man and his drifting into the ways of crime.

THE really good commercial teacher seems just now to be very much in demand. The secondary schools of the country are awakening to the needs of the times. Even Yale University has engaged an instructor in business methods. Drexel Institute, Philadelphia, is the only institution in the country having a commercial normal department, and we are informed that they have difficulty in getting a sufficiently large number of first-class teachers to take their one year normal course. They have this year three times as many calls for their graduates as they can meet, and at very liberal salaries too. Those of our readers who intend to spend a year at school should make a note of this.

THE English authorities seem to have an unmannerly guest on their hands in the person of the Afghan Prince Nasrulla Kahn. He gets so tired. A few days since arrangements were made to visit and inspect the thread works of Coats & Co., at Paisley, and the ship-building yards on the Clyde, but Nasrulla positively refused to leave his bed in his hotel, when he was aroused and informed that everything was in readiness for his coming. An elaborate luncheon had been prepared, and a large number of notable persons who had been invited, together with the corporation officials, were awaiting the arrival of the Prince, when they were notified that he was still in bed. A deputation of guests and officials proceeded to the hotel and finally induced his barbaric Highness to get up and keep his engagement to inspect the ship-building yards, which he did. The hour being so late, the visit to the thread-works was not made. Nasrulla acted in a similar manner in Liverpool, where he kept the guests waiting two hours on the occasion of his inspection of the electric railway in that city. His English entertainers are at a loss to know just what to do with him. Civilize him and teach him politeness they cannot.

EFFECTS OF INBREEDING.

BY long series of the most careful and painstaking experiments, naturalists have proved the value of cross-fertilization in plants. It is the function of bees not merely to gather honey but also to carry the pollen from one flower to other flowers of the same kind, thereby preventing the deterioration of the species. The same law holds in the animal world, as was well known to farmers long before scientists began to study this question throughout the whole domain of animate creation.

A similar law is operative in the development of good teachers. The growing teacher is in need of influences which come to him from beyond the home. Contact with the best minds in other schools is necessary to ripen the best talent which any school can produce. A College or a Normal School which employs its own graduates to the exclusion of all other applicants, will, in course of time, show effects similar to those which follow inbreeding on the farm.

This law should never be ignored by those who employ the teachers for our public schools. It constitutes the chief objection to city training schools as ordinarily conducted. The process of inbreeding in a corps of teachers is as detrimental to quality as the same process in the vegetable and the animal world. If a School Board employs only home talent, filling all vacancies from the ranks of the graduates of the High School, there is danger that the quality of the instruction will deteriorate, that the methods of teaching will become antiquated, and that the *esprit de corps* will suffer more and more as the years roll on. To keep the schools up to the highest point of efficiency, an infusion of new blood is needed from time to time. If the native talent can be induced to study away from home in the best training schools for teachers and in other higher institutions of learning, the schools may not deteriorate as the result of employing only sons and daughters of the taxpayers; but where only home talent, trained only in the home schools, is employed year after year, there is very great danger of deterioration and ultimate stagnation,

It requires a high order of courage for directors to ignore the claims of their neighbors and to employ all teachers solely upon the basis of merit and in the interest of the children for whose sake the schools are maintained; but wherev this policy has been pursued, the resul have justified all the sacrifices in the wa of popularity which were required on tl part of directors.

During the past year the Harrisbu *Patriot* opened a prize contest, offering year at one of the State Normal Schoo to the person receiving the highest nur ber of votes. It was a real service to tl graduates of the High School, to dire their eyes to a Normal School by sendi one of their number free of expense f an entire year. The recent gift of Pr vost Harrison to aid the graduate depa ment of the University by offering young men preparing to teach free sch arships, additional library advantage and other facilities for study and inves gation, will also help to prevent the e effects of the process of inbreeding often seen in cities and the larger b oughs. May the young people of tl State show themselves worthy of t privileges thus placed within their reac

THE BALTIC SHIP CANAL.

THE opening of the Baltic Ship Can is one of the great events of mode times. The three most important canals the world are the Suez, the Manchest and the Baltic. The fourth should be t Nicaragua canal. The first was a Fren enterprise, the second English, the thi German, let the fourth be American.

The longest days of the year we chosen for the formal opening of the n water-way, and all the day was utilize As Hamburg and Keil are nearly fo teen degrees, say 950 miles, farther no than Philadelphia, these summer da begin before three o'clock in the morni and end about ten o'clock at nigl Fourteen nations were represented their war ships and armed cruisers, whi is said to have been the most imposi naval display in the history of the world

After the naval review a grand ba quet was held in the imperial palace Haltenau. At dusk the scene on t water was one of unparalleled beau All the warships were outlined with fairy-like tracery of lamps, and some them had brilliant displays of fire-worl Altogether the display was probably t most brilliant ever seen in Germany. T fire-works display of the Americans w the most admired. The New York, t

temporary flagship of the squadron, had a magnificent design sixty feet long against her funnels. It read: "America sends hearty greetings to Germany, upon the completion of the canal." Set pieces, pictures of the Emperor and President Cleveland, each forty feet square, were also displayed. The American ships attracted most attention, especially from the Emperor and the naval officers of Germany and Russia.

The canal, which is sixty-four miles long, is a splendid example of the thoroughness, perseverance, punctuality and honesty which distinguish the German character. The estimated cost of the work was $37,440,000, and it was completed within the estimate and within the time fixed for its completion. A short cut across the peninsula of Schleswig-Holstein and Jutland to connect the Baltic and the North Sea was first mooted 500 years ago, and 100 years ago a canal was constructed connecting the Eider river with the Baltic, but it was available only for small vessels, and impassable for war vessels. Military and commercial considerations demanded a more commodious waterway between the two seas, and the opening of such a way will remain one of the greatest events of the reign of the present Emperor. Such an enterprise was provided for by Bismarck thirty years ago in the terms of settlement of the Schleswig-Holstein controversy, which reserved territory for the canal, but the route finally fixed upon was adopted in 1886 by the German Government.

This route is across the level moorland in almost a straight line, from Haltenau, on the Baltic coast, to Brunsbuettel, on the Elbe, and required the excavation of 69,000,000 cubic yards. The width of the canal at the surface is 213 feet, and on the bottom 72 feet. The depth on the average is 29½ feet. Part of the old Eider Canal, finished in 1784, in the eastern end, was utilized, the old channel having been widened and straightened. At each terminus there is a heavy lock 500 feet long and 83 feet wide, with a depth of 32 feet. The bed of the channel is lined with stone. As the Baltic is free from tides on all but about 25 days of the year, the lock at Holtenau will be open practically all the time. At the Elbe end, where the tides are heavy, the gates will be closed and opened at intervals daily.

The military importance of the project is evident from the fact that the largest vessels of the German navy can go from the North Sea to the Baltic by the new canal in one-tenth of the time at present required to sail around the peninsula. Military exigencies, rather than commercial advantages, no doubt hastened its construction; but, whatever may have been the primary motive of the Government, the commercial value of the canal is of vast account. The breadth of the canal is sufficiently great to permit the passing of the largest merchant ships, and there are frequent bays along the route where the largest iron-clads can pass each other freely. The locks will permit nine sailing vessels, of ordinary size, to enter together with little delay. The canal will be illuminated at night by electricity throughout its entire length. A vessel sailing from Hamburg can now reach the Baltic with a saving of 425 miles and 45 hours over the old sea route, and a vessel from London can save 238 miles and 22 hours. The tonnage which it is expected will use the waterway in a year, is estimated at 12,000,000.

MRS. E. E. HUTTER.

IN the death of Mrs. Elizabeth E. Hutter, which occurred at her residence in Philadelphia, June 18th, there passed away a leader in philanthropic works, who rendered invaluable service in devising means for alleviating distress and uplifting the unfortunate.

Mrs. Hutter was born in Lebanon, this State, about seventy-two years ago. She was a descendant of Baron von Shindel, of Prussia, and the daughter of Colonel Jacob Shindel, who served in the war of 1812. Her grandfather presented to the county the land on which the court-house of Lebanon stands, and the Shindel family has been prominent in that section for six generations, as well as conspicuous in political and official life.

She was the widow of the Rev. Dr. Edwin W. Hutter, who was at one time editor of the Lancaster *Intelligencer*, and who withdrew from that journal to become Private Secretary to President Buchanan, and afterwards Assistant Secretary of State. Mr. Hutter subsequently retired from political life to prepare himself for the ministry, and in 1861 took pastoral charge of St. Matthew's Lutheran

Church of Philadelphia. He was the first pastor of that church, where he continued for twenty-three years, until he died. During the official life of her husband at at Washington, Mrs. Hutter's personal and mental attractions placed her high in social position, and when he entered the ministry she became an efficient helper in his work.

During the war of the Rebellion she frequently went to the front, rendering valuable service to the wounded and suffering. She was the first woman to go to Gettysburg after the great fight, receiving permission from President Lincoln and going in a special car. She took a conspicuous part in the great Sanitary Fair, held in Philadelphia in 1861, and is credited with having collected $250,000 for that purpose. Among her many friends were Presidents Lincoln and Grant, Secretary Stanton, Governor Curtin, and other prominent men.

In 1867 she was appointed lady inspector of the Soldiers' Orphan Schools by Governor Geary, the only lady up to that time to receive such a commission. She continued to be inspector until 1886, when Mr. John Norris made his so-called investigation, and she was removed from office, along with Rev. J. W. Sayers. The magnificent vindication of Dr. Higbee, Mrs. Hutter, and Mr. Sayers, from the charge of mismanagement and neglect of these schools, is a matter of recent history.

Her greatest life work was the founding of the Northern Home for Friendless Children, in 1853, at Twenty-third and Brown streets, Philadelphia. Her tender devotion to that institution continued for forty-two years, until her death. She was its first and only President, and through her energy the Home was soon filled with friendless children, who were kindly cared for until they graduated into self-sustaining fields of usefulness. Some of the inmates passed to West Point and Annapolis through Mrs. Hutter's influence, and are to-day holding places of distinction in the army and navy. Others are high in business and professional life. After the war a large number of soldiers' orphans were received and cared for by this Home in such a manner as to receive the commendation of the State Legislature, as well as the city of Philadelphia.

Few women had more devoted and grateful friends than Mrs. Hutter. She was the last of her immediate family, her brother, Colonel Jacob A. Shindel, City Controller of Lebanon, having died in February last. The funeral services were held at her late residence, 615 Race street, Philadelphia. They were conducted by Rev. Dr. W. M. Baum, of St. Matthew's Lutheran Church, and were very largely attended. A delegation of little children from the Home was present and sang a number of hymns. The following graduates of the Soldiers' Orphan Schools acted as a guard of honor: Seward W. Jones, Elmer E. Brown, Frank W. Smith, Albert Contrier, Albert Wherry, S. G. B. Kinsloe, John D. Konold, and Edward T. Taylor.

OUR SCHOOLS.

FIVE women teachers were sent from England to this country to study and report upon secondary schools for girls and instiutions for the training of women. Their reports have been published by Macmillan, and are well worth careful reading. The authors, says the Philadelphia *Ledger*, were chosen as representatives of the best training of expert teachers in England, and were therefore fully alive to the differences and the advantages and disadvantages of the American schools and those of that country. Each took a special subject and made a report on it, and together they enable us to see just how our schools look in the eyes of English teachers.

Some of the matters described are of course familiar enough here—for instance, that we have no national school system, such as exists abroad; but that education is a matter left altogether to the States, though there is a certain amount of uniformity in our schools, less perhaps than that enforced by central authority in Great Britain, France, Germany, and Switzerland.

One of these watchful observers lays stress on the systematic cultivation of the spirit of nationality fostered by national holidays, and on the admirable order and discipline that result from the freedom of behavior in school hours. Co-education is said to give girls more dignity, quiet, and self-possession, and to boys a wholesome restraint in their manners. The splendid provision made for our public schools in buildings and equipment, of course, calls forth praise from these watchful observers. The private schools in this country are reported to educate

about one-twelfth of the school population, and to be as good as any in the world. In our primary schools history of the United States is taught much better than English history in schools of the same grade abroad. American schools make more use of oral work; blackboards, maps, pictures, models, scientific collections, are necessities in America, luxuries in England. School libraries, laboratories, studios, gymnasiums, are found here and not abroad. The American pupils have more self-reliance, and a greater love of knowledge for its own sake rather than for the prizes which are made such an important part of all English school work.

One of the ladies who made this inspection thinks that not sufficient attention is given here to the development of the individual talents of a particular boy or girl, and that although ample provision is made for indoor gymnastics in girls' schools, there is almost complete neglect of out-door games and recreations.

The training of teachers naturally receives much attention in these useful little reports, especially so because England and America have both made great advances in the last few years, yet each country has gone to work in its own way, ignoring and neglecting hitherto any comparison with the methods of the other. Both have much to learn from each other, and a careful reading of the reports on this subject by Miss Bramwell and Miss Hughes ought to go a great way towards a better understanding of the needs of our own normal schools.

PERPETUAL BENEFACTION.

THE Young Men's Christian Association of Philadelphia has just received a magnificent gift, which opens to it the possibilities of enlarged usefulness and the organizing of new and valuable features of work. Mr. E. P. Dwight, a well-known business man of the city, who has been for some years President of the Chester Steel Casting Company, and also connected with the Church of the Epiphany as a vestryman, has just conveyed to the Trustees of the Association his valuable farm, known as the "Dwight Place," situated within half a mile of Downingtown, Pa., and containing 465 acres. A considerable part of the estate is rich land under cultivation, but there are some three hundred acres of natural park or timber land. The place has a frontage of about three-quarters of a mile on the Brandywine creek, is supplied with water of exceptional purity, and has upon it at present three farm houses. A part of the estate terminates in a high bluff, overlooking the stream below and forming a picturesque feature of the landscape. It is on the main line of the Pennsylvania Railroad, and is accessible from the city to wheelmen, being a pleasant three hours' ride on the Lancaster pike. Thirty thousand dollars is a low estimate of the value of the property. This place Mr. Dwight has had in mind for more than a year to devote to some permanent and valuable work for boys and young men if he could find a suitable body of trustees to take charge of it. His intimate acquaintance with the work of the Christian Association has finally led him to present the property, free of debt, to the trustees, who have agreed to accept and use it in connection with the work in Philadelphia.

Its usefulness will probably be extended to all the associations of New York, Pennsylvania and the Eastern cities and also in co-operation with the churches of the city in their work for boys. So far as outlined at present, the following uses for the property are contemplated: It will first be made a camping ground and summer resort for the young men of the Association and the boys of their Junior Departments, as well as the Boys' Brigades of the churches. For such purposes it is an ideal spot. Then the Association will probably erect cottages and halls, so that the young men of the city can spend their vacations there under safe and pleasant surroundings at a very cheap rate. There will also be founded a Summer Institute for the training of Association secretaries, gymnasium instructors and workers—such an institute as the western associations find at Lake Geneva or the associations of New England in North Lubec, Maine. They are largely attended by Association men and their friends, and afford a pleasant resort to thousands, as well as practical instruction to large numbers desirous of entering the work. In time, with accumulation of means, it is probable that there will be added some permanent institute or school for the practical and literary instruction of deserving boys and young men, to be open throughout the year.

OFFICIAL DEPARTMENT.

DISTRIBUTION OF THE STATE APPROPRIATION.

BY law the warrants for appropriations for common school purposes are issued in amounts designated by the State Treasurer, and whenever he notifies the Superintendent of Public Instruction in writing that there are sufficient funds in the State Treasury to pay the same. As soon as notice to this effect is received at the Department of Public Instruction, the warrants will be issued to the several School Districts in the order in which their annual reports have been received and filed. The appropriation that will be paid during the current year to all Districts whose schools have been kept open according to law, was made by the Legislature of 1893, and amounts to five and a half million dollars. The law requires that the distribution of this fund be made upon the basis of the number of resident taxables, as ascertained at the triennial assessment of the year 1892. Hence the amount that any district will receive will be the same as last year, except in townships from which new school districts were formed by the creation of boroughs, townships, or independent districts. Hence in the following districts there will be a change from last year, the amount to which the district is entitled being annexed after the name of the district, as follows:

Allegheny—Chartiers Twp., $2,442.20; Patton, $1,024.60; Versailles Twp., $859.69.

Beaver—Logstown, $402.58.

Blair—Logan, $6,251.91.

Cambria—Barr, $704.08; Carroll, $1,012.34; Conemaugh Twp., $574.48; Stony Creek, $714.59; Susquehanna, $910.75; Upper Yoder, $1,040.36.

Chester—London Grove, $1,367.66; New Garden, $2,017.91.

Clinton—Allison, $419.24.

Delaware—Clifton Heights, $1,412.12; Upper Darby, $2,231.15; Ridley Twp., $2,167.60.

Fayette—Henry Clay, $1,001.66; Spring Hill, $1,491.84.

Huntingdon—Logan, $439.40.

Indiana—Banks, $1,300.76.

Jefferson—Winslow, $3,324.67.

Lackawanna—Dickson City, $1,948.91; Lackawanna, $5,273.34; Old Forge, $2,898.75.

Lancaster—Sadsbury, $1,081.92.

Lehigh—Salisbury, $4,882.99.

Northampton—Palmer, $2,722.49; Plainfield, $2,736.63.

Somerset—Addison, $1,040.74; Paint, $966.14.

Tioga—Liberty Twp., $1,242.35.

Washington—Allen, $696.19.

York—York Twp., $2,667.55.

Since the school appropriation requires for its payment half the revenue of the Commonwealth, the State Treasurer will probably not get through with all the payments before the latter part of November; and the amount which the Superintendent of Public Instruction is permitted to send out during each week is determined by the funds at the disposal of the State Treasurer. The necessary delay in sending out the warrants is not due to any fault of the School Department.

SUPERINTENDENTS COMMISSIONED.

MISS AGNES KERR, of Tionesta, has been appointed to the office of County Superintendent of Forest County for the unexpired term of George W. Kerr, deceased. Miss Kerr was commissioned May 24, 1895.

Mr. H. H. Weber has been elected to the office of Superintendent of Schools for Borough of Middletown, Dauphin County, and has been commissioned.

Mr. James C. Houser was commissioned Superintendent of Schools of the borough of Danville, Montour county, June 8th, 1895. Salary, $1,233.33.

NORMAL SCHOOL DIPLOMAS.

THE decision of the question as to whether the two years of teaching by a graduate of a State Normal School in Pennsylvania before the Normal diploma can issue must be in Pennsylvania or may be in another State, will be of interest to many persons. The graduate must teach these two years in Pennsylvania. The following is the decision of Deputy Attorney-General Elkin:

Harrisburg, June 19, 1895.

HON. N. C. SCHAEFFER,

Sir: This Department is in receipt of your communication of the 14th inst., asking whether a second diploma, in the nature of certificate of competence in the practice of teaching, under the Act of May 20, 1857 (P. L. 586), should be granted to graduates of our State Normal Schools who, subsequent to graduation, have successfully taught two years in the common schools of another State.

This is a new question, and, so far as I am informed, has not been raised before, although the Normal School system has been in existence for more than thirty years. The Act of 1857 is entitled "An Act to provide for the due training of teachers for the common schools of the State." In section 10 of this act it is provided "That no certificate of competence in the practice of teaching shall be issued to the regular graduate of any of said Normal Schools, till after the expiration of two years from the date of graduation, and of two full annual

terms of actual teaching in the district or districts in which such graduate taught." This provision does not expressly say that the two years of actual teaching must be in Pennsylvania, but it is the fair and reasonable interpretation of the entire act. The title is a part of the act, and must be construed with the rest of it so that the whole may stand together. Our laws can have no extra-territorial force. The Legislature of Pennsylvania cannot say what the teachers in the State of New York must do, but it can provide for the requirements of teachers in the common schools of this State. The Act of 1866 (P. L. 73 and 74) provides, *inter alia*:

"For each student, over seventeen years of age, who shall sign a written declaration, in the form prescribed by the superintendent of schools, that said student intends to teach in the common schools of the state, there shall be paid the sum of fifty cents per week towards the expenses of said student . . . . to each student, who during the school year, commencing on the first Monday of June, one thousand eight hundred and sixty-six, shall have graduated at any of the Normal Schools of the State, and who shall sign an agreement binding said student to teach in the common schools of the State two full years, there shall be paid the sum of fifty dollars."

From this and other legislation on the subject it clearly appears that our Normal School system is predicated upon the idea of training teachers for the common schools of *Pennsylvania*. For this purpose fifty cents per week are appropriated to every Normal School student who signifies his intention of teaching in our common schools, and fifty dollars are paid to every graduate who agrees to teach in the common schools of the State for a period of two years after graduation. The Commonwealth has appropriated a large sum of money for the support of the Normal School system, for the express purpose of training teachers for their work in her common schools. It is but just, then, that she should expect in return some service from the students thus aided. If those students go into other states to teach, Pennsylvania receives no direct benefit, although she has contributed liberally to their support. Of course, it is not within the power of the Legislature to prevent graduates of our Normal Schools from going into other States to teach; but it can say, by so doing they forfeit the advantages which the law confers upon those teachers who give their services to our own common schools.

I am of the opinion, therefore, that you should not accept the testimonial of the superintendent or school board of another State as evidence of the successful teaching required in the 10th Section of the Act of 1857.

Very respectfully yours,

JNO. P. ELKIN,
Deputy Attorney-General.

ITEMS FROM REPORTS.

ADAMS—Supt. Thoman: With the close of the public schools, select schools have been organized at Abbottstown, Littlestown, East Berlin, York Springs, Arendtsville, and Bendersville. These are all well attended. The School Board of McSherrytown contemplates the erection of a new school building, which is greatly needed, owing to the increase of population during the last ten years, making it the second largest town in the county.

BEAVER—Supt. Hillman: During March and April fourteen examinations were held for common school graduation. Eighty-six pupils were recommended by their teachers and examined; of this number twenty-seven were successful and received certificates of graduation. The schools of Beaver observed Arbor Day. Primary school, No. 1, under the care of Miss Sarah French, arranged to plant a tree on the school grounds. All the other schools, including the High School, were invited to witness the ceremony. The County Superintendent addressed the teachers and pupils, commending their interest in the beauty and usefulness of trees.

BEDFORD—Supt. Potts: Commencements were the feature of the month's work; crowded houses at Bedford, Saxton, Hyndman, Everett, and Woodbury. The year's work has never been equalled in attendance and interest manifested.

BLAIR—Supt. Wertz: A large number of our teachers are attending different Normal Schools of the state. Schools for the benefit of teachers have been opened at Martinsburg, Roaring Spring, and Williamsburg. Each school is well attended. A growing interest in education is noticeable throughout the county.

BUCKS—Supt. Slotter: Northampton enlarged the grounds at one of the school houses. The annual meeting of the School Directors' Association, held May 25th, was well attended, twenty-eight districts being represented. Thirty districts reported on the work of the schools for the term, all of which were most encouraging. The Directors of Perkasie borough are arranging to build two more rooms, to be ready for use at the opening of the schools next September. The Bensalem Directors adopted a course of study for their schools.

CHESTER—Supt. Walton: The local institute at Strafford emphasized another important step. The people were in favor of a consolidation of school facilities, and the School Board decided to transport the children from a growing district to the graded schools at Strafford. We are watching this experiment in Chester county with an unusual degree of interest.

CLEARFIELD—Supt. Youngman: Du Bois is building an addition to the 4th Ward school-house to contain four rooms, and in the 3d Ward a large new house of six rooms, —the first at a cost of $8,000, the second

$16,000. There is a prospect of many new schools for the coming year.

FOREST—Supt. Agnes Kerr: During this month the educational interests of the county suffered a sad and severe loss in the death of Geo. W. Kerr, our beloved Superintendent. Up to within two weeks of his death he had been in his usual good health. Oh, how robust and strong he was! Though everything possible was done for him, he passed peacefully away on May 10th, at the age of forty-two. His magnetic good-nature endeared him to everybody. To be displeased at anything he said or did, it was necessary to keep away from him—so great was his power to charm and win. He was a born leader of men; a man of excellent judgment; and probably exerted a greater influence in his county during the last ten years than any other man. As a politician, he was open and frank; as an educator, able and sensible. How the children loved him! His last work was a written list of the utterances of Christ on the cross, which he prepared for his Sunday-school class and sent with a friend, he having been taken ill before the hour of meeting. (Written by a friend.)

JUNIATA—Supt. Marshall: The Directors of Beale have purchased new furniture for the Pine Grove school house. This makes it possible for me to report that every house in Juniata is now supplied with patent furniture. Our schools closed with satisfactory results. Quite a number of our teachers are attending school for their own improvement. The spring term of Mifflin Academy, Prof. J. H. Dysinger principal, opened with a good attendance, Prof. Dysinger deserves praise for his success in raising this almost lifeless institution to the high position it now occupies. The Tuscarora Academy, with Miss May Rodney as principal, is doing a good work for the cause of education in Juniata county. The Tuscarora Board has contracted for the building of a new brick school-house and the repairing of two.

LEBANON—Supt. Snoke: Commencement exercises were held at Myerstown, Annville, and Cornwall; total number of graduates, thirty. The classes were addressed by Prof. E. W. Chubb, A. S. Light, Esq., and Rev. Warren Johnson. The graduates acquitted themselves creditably.

MIFFLIN—Supt. Cooper: The month of May furnishes but little to report concerning the progress of schools. Preparations for our summer school are being made. Prof. W. W. Deatrick, of Kutztown, will be one of our instructors; he is an earnest scholar and will do good work for our teachers. We hope to have a full attendance of teachers and others. The Reedsville School Board is debating the propriety of building a new school-house; it is certain that more room is needed.

NORTHAMPTON—Supt. Hoch: Taking all things into consideration, we had a very successful school year. As a result of the examinations a number of graduates received the common school diploma. I examined the gradnating classes of the grammar schools of Pen Argyl, East Bangor and Chapmans, and assisted in the final examinations of the Bangor High School. The classes reflected great credit upon their teachers. I visited the East Stroudsburg aud Kutztown Normal Schools, spending two days at each place. Both schools are crowded with students and are doing excellent work.

NORTHUMBERLAND — Supt. Shipman: Chillisquaque township has been divided, thus forming one new school district. The School Board of Shamokin has chosen a site for a new school house to be built of brick. The new four-room house to be built in Dalmatia Independent district will be constructed with all the modern improvements in ventilation and heating. The year's work has ended with results gratifying alike to patrons, teachers, and school officers.

PERRY—Supt. Arnold: The principal events of the month were the Commencement exercises of our High Schools. At Millerstown a class of seven was graduated; at Liverpool, five; at Marysville, seven; at Newport, four; and at Duncannon, eight. Very interesting addresses were made by Dr. N. C. Schaeffer at Liverpool, and Dep. Supt. Henry Houck at Newport. Great interest was manifested in these exercises, and they reflected much credit upon the schools of the towns in which they were held. A number of school houses will be erected this year in difierent parts of the county.

PIKE—Supt. Sawyer: The Matamoras and Milford graded schools will each send out a class of graduates this spring. Blooming Grove and Shohola districts will continue their usual plan of holding school during the warm weather; this brings their term to an end about January 11th, or earlier.

SOMERSET—Supt. Berkey: The school year closed by this report has been a very satisfactory one. The full benefit of free text-books and supplies has been made manifest in the increased attendance of pupils and the more effective work done in the schools. The grading of all the schools has been fully accomplished.

UNION—Supt. Johnson: Commencement exercises were held by the Cowan Grammar School and the Lewisburg and Mifflinsburg High Schools, the total number of graduates being thirty-six. The exercises throughout were highly satisfactory. I take pleasure in saying that none of the above schools have in any way retrograded. Thus the good work goes on.

BRADDOCK—Supt. Keefer: On Tuesday evening, May 28th, our High School graduated a class of ten, three boys and seven girls. The patrons of the school were very highly pleased with the exercises. Rev. J. A. Burnett, of Wilkinsburg, preached the Baccalaureate sermon on the Sunday

evening preceding. The exercises were held in the new Carnegie Hall, with a seating capacity of 1,200; at both meetings the hall was crowded.

DU BOIS—Supt. Garrison: Our schools closed May 3d, lack of funds the cause. We will probably have nine months hereafter. The new six-room building in the 3d Ward, and the four-room addition in the 4th Ward, are well under way. When these are completed we will have a seating capacity for 1,500 pupils. We will probably employ thirty regular teachers next year. A number of our teachers are away attending Normal Schools, and others will attend summer schools. About 200 of our pupils are attending private schools here. Five of our regular teachers are now engaged here, and two elsewhere. 1158 pupils took final examinations, and about 90 per cent., exclusive of First Grade, were promoted.

CHAMBERSBURG—Supt. Hockenberry: Our Commencement exercises were held June 5th, in the presence of a large and highly appreciative audience. Ten girls and one boy were graduated. The Rev. N. C. Schaeffer, D. D., delivered an excellent address appropriate to the occasion. The essays of the graduates were well written. We have had a very satisfactory year's work.

HUNTINGDON — Supt. Benson: Over a thousand school children took part in the proceedings incident to the Flag Presentation in the month of April. The schools were all in line. With hundreds of small flags in the hands of the children fluttering in the breeze, marching four abreast, amid the beat of drum and strains of music, and lines of the various orders of the town, there was presented a sight calculated to stir the patiotism of all except those who do not love "Old Glory." The presentation speech was made by the Rev. McGee. He spoke of the essential non-sectarian character of our public schools.

NEW CASTLE—Supt. Shearer: Under the direction of the supervisor of music, one thousand children gave a May festival of song. About $400 was cleared for the use of the school library. The J. O. A. M. presented a flag for the new school building with appropriate exercises.

OIL CITY—Supt. Babcock: Our teachers have received a good deal of benefit from the study of children during the year. A topic was taken up at each Institute for observation during the month. Reports of these observations were made at the next Institute, and were always very interesting and valuable. Our percentage for tardiness this year has thus far been less than one-twelfth of one per cent. of the possible number.

SCRANTON—Supt. Phillips: The School Board has purchased ground and selected architects to draw the plans for two twelve-room buildings to be construced of brick. It is expected the buildings will be ready for occupancy early in the new year.

SHENANDOAH—Supt. Whitaker: Our evening schools were conducted with the following exhibit: Number of schools, nine; teachers employed, nine; average number of months taught, four; average salary of teachers per month, $27.67; whole number of pupils, 518; average attendance, 256; average percentage of attendance, 81. These schools have been fairly well attended, and much good has been done by them; but neither the attendance nor the results are what we should wish and aim to have. There are many difficulties to be overcome before we can give them the care and money which their importance and necessities demand.

STEELTON—Supt. McGinnes: Our schools closed May 29, as follows: The "A" Grammar grade classes, numbering fifty-four pupils, were promoted to the High School in a public meeting held on the evening of May 24. A year ago fifty-five pupils were promoted in a similar manner, and of that number all continue to be members of the High School with but one exception. The Commencement was held on the evening of the last day of school, at which time nineteen young ladies and gentlemen received well-earned diplomas. One of the interesting features of this occasion was the address by Hon. George V. Lawrence, the venerable member of the Legislature from Washington county. The annual meeting of the High School Alumni Association took place on Friday evening, the 31st. This body now numbers 166 members.

WEST CHESTER—Supt. Jones: Mrs. Jas. C. Smith, in memory of her husband, presented to the high school twenty shares of stock in the West Chester Library Association. The use of this stock, which gives the holder use of the library, is given to the meritorious pupils in the lower classes in the high school. When the pupils holding such certificates leave school, the use of the stock reverts to the high school. It is again given out to the lower classes to be held as before. The gift is thus made a perpetual beneficence to the school.

WILLIAMSPORT—Supt. Transeau: The annual Commencement exercises of the High School were held on the evening of May 29 in the Lycoming Opera House. The number of students in the graduating class was thirty-seven. They all acquitted themselves with credit to the public schools. The valedictorian of the class was Miss Elizabeth Jewett, who will probably enter Dickinson Seminary and continue her studies for two years. Dr. E. J. Gray, President of the Seminary, admits the valedictorian of our graduating class into his institution for two years free of cost. This is an incentive for a bright pupil in the High School to do good work. Our valedictorian of two years ago will graduate from the Seminary next week at the head of her class.

YORK—Supt. Wanner: Two new buildings, one of eight rooms and the other of twelve, are now being erected.

EARLY STEPS.—There will be found in all districts, some persons not friendly to instruction in music in the schools, and one or more that are bitterly opposed to it. These persons should be handled with gloves; reasoned with and persuaded. As among bad boys, if one is won to the teacher's cause, he will do much toward making the others behave; so by making an ally of one of the original opponents of music, the others may be weakened in their opposition. At any rate, let not the teacher who loves music and desires to have its refining influence in his school—let not such be afraid to approach the enemies of musical instruction, whether the hostility has its origin in penuriousness or prejudice. The blacksmith instructs his apprentice to keep close to the horse to avoid being hurt in the event of an accident. It will surely be not denied that if tact and persuasion are the only instruments, "the end justifies the means." Begin by getting an opinion in favor of music from the patrons; proceed by getting a similar opinion from the school. When singing has been introduced, make it as general as possible,

FAR AWAY.

M. LINDSAY.

1. Where is now the mer - ry par - ty, I remem - ber long a - go; Laughing round the Christmas fire-side, Brighten'd by its rud - dy glow: Or in summer's balm - y eve - nings, In the field up - on the hay? They have all dispers'd, and wander'd Far a- way, . . far a - way, They have all dispers'd, and wander'd Far a - way, far a - way.
2. Some have gone to lands far dis - tant, And with strangers made their home; Some up- on the world of wa - ters All their lives are forced to roam; Some are gone from us for- ev - er, Longer here they might not stay,— They have reached a fair - er re - gion Far a- way, . . far a - way, They have reached a fairer re - gion Far a - way, far a - way.
3. There are still some few re - main - ing, Who remind us of the past, But they change as all things change here, Nothing in this world can last; Years roll on and pass for- ev - er, What is coming, who can say? Ere this clos - es ma - ny may be Far a- way, . . far a - way, Ere this clos - es ma - ny may be Far a - way, far a - way.

but, should a pupil desire not to sing (make it impossible for him to *refuse*), let him be excused on apparently good grounds. Let not boys from twelve to sixteen be urged to sing. If their voices are rough, or breaking, advise them not to sing; and if pupils cannot sing in tune, do not permit them to sing—at least, not with the more tuneful children. Children with chronic sore-throat, or bad colds, and young ladies who say it tires them, should not be urged to sing, since great care should be taken of the voices of children. What children shall study is not generally in the power of the teacher to decide, the directors usually claiming that authority. Let music be treated in the same manner. Give all a chance to join in the exercise, but because a few refuse to take part, do not give up in despair. To bring about the introduction of music, do not call a town-meeting. Such a course gives rise to a division of opinion and argument contrary to the movement on foot, and when a person has once taken a stand publicly on a measure, he seldom leaves the position chosen. Look, therefore, to early steps.—*Blackman.*

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SCHEME OF SECONDARY EDUCATION IN PENNSYLVANIA.*

REPORT OF COMMITTEE TO STATE TEACHERS' ASSOCIATION.

AT the last meeting of the State Teachers' Association it was "Resolved, that the Superintendent of Public Instruction be requested to appoint a committee to prepare a scheme of secondary education for the State of Pennsylvania. This committee shall consist of eight members; its chairman shall be the Superintendent of Public Instruction, and it shall report to this Association at its next annual meeting."

In the selection of this committee it was the aim of the chairman to make it, as far as possible, representative of the whole State and of the different classes of school men that have to do with High Schools. Representatives were selected from those who prepare pupils for and receive pupils from our High Schools, as well as from those who are directly engaged in the supervision and management of these schools. If the membership of the committee had not been restricted to eight persons, the chairman would have been glad to place on its roll one or more teachers connected with the academies which are supplying the elements of a secondary education at present lacking in some of our High Schools. Accordingly the following prominent teachers were selected to serve on the committee:

Irving Heikes, Plymouth, Pa., who is the author of the resolution for the appointment of the committee.

J. R. Burns, Professor in the High School at Erie.

J. L. Snyder, Principal of the Fifth Ward School at Allegheny.

James M. Coughlin, City Superintendent of Wilkesbarre.

Joseph S. Walton, County Superintendent of Chester.

E. O. Lyte, Principal of the State Normal School at Millersville.

M. G. Brumbaugh, Professor in the University of Pennsylvania.

Inquiry was made to ascertain what branches are studied in our High Schools. Of 145 from which reports were received, 30 have no better claim to be called high schools than the fact that one or more classes in Algebra are maintained. In all the others some Geometry is taught. In two-thirds of the entire number Physics, Rhetoric and Latin are studied. Twenty-three report classes in Greek, twenty-nine in German, seven in French. In ninety-nine Civics is taught as a separate branch; in nearly all the others it is taught in connection with the History of the United States. Thirty-six reported libraries containing 500 volumes and upwards; many reported no books and very

*Presented in printed form, for convenience of members, July 4, 1895, by Dr. Nathan C. Schaeffer, State Superintendent of Public Instruction, at the Mount Gretna meeting of the Pennsylvania State Teachers' Association.

little apparatus. The courses range from two to four years, and in most cases the work is done by less than three teachers. Many high schools were doing work of which the committee feels proud. Nevertheless the need of improvement in our system of High Schools became too apparent in view of the above facts to require any argument.

To multiply the number of High Schools and to increase their efficiency, the following means were suggested:

1. An agitation in favor of more and better High Schools at teachers' institutes and in the annual report of the Superintendent of Public Instruction.

2. Compulsory legislation like that of Massachusetts.

3. Legislative appropriations in aid of High Schools after the example of several states in the Northwest.

4. A standard of scholarship fixed by law, for one or more of those who teach in High Schools, aided directly by State appropriation.

5. The fixing of a minimum standard for admission and the outlining of courses of study suited to different sections of the commonwealth.

Although different members of the committee availed themselves of every opportunity to urge the importance of establishing and maintaining High Schools in townships as well as in cities and boroughs, public sentiment could not be considered ripe for compulsory legislation like that of Massachusetts. By the aid of the Committee on Legislation appointed by this Association, two bills were prepared, one to make an appropriation of $200,000 in aid of High Schools, and the other providing for the establishment, regulation and classification of High Schools, requiring a minimum standard of scholarship on the part of at least one teacher in High Schools receiving special aid from the State, but leaving the curriculum of study to be fixed by the local School Boards. Both bills were introduced in the House by Hon. Emerson Collins, of Williamsport, formerly Principal of the Muncy Normal School, and universally regarded as one of the safest and yet most progressive members of the last Legislature. In the House Committee on Education the latter bill was amended so as to put the making of the curriculum into the hands of the Superintendent of Public Instruction.

Through the tact, skill and influence of Mr. Collins, this bill as amended was passed in both branches of the Legislature. Definite lines have thus been established along which candidates for positions in Secondary Schools may work during the next two years. If it should be found that the standard of scholarship has been fixed too high, it can easily be modified at the next session of the Legislature.

The bill making an appropriation of $200,000 in aid of High Schools failed, largely by reason of the shrinkage in the annual revenues of the State. The sentiment which is rapidly developing in favor of such an appropriation, causes the friends of High Schools to be very sanguine in their hope that the money will come with a revival of national prosperity, probably at the next session of the Legislature. In the meantime the necessary teachers can be trained and educated. The minimum standard of scholarship proposed at least one teacher in every High School aided by the State, has been criticised by many as requiring too much, and by others as not requiring enough. It will be seen that in one year any graduate of the elementary course can prepare to pass the examination in the additional branches proposed. At their last convention in Harrisburg, the Principals of the Normal Schools made provision for the additional year of study. Moreover, half a dozen of our colleges have established courses in Pedagogy during the year. Foremost among these is the University of Pennsylvania, which received from the Legislature an appropriation of $200,000 in aid of its post-graduate work, in addition to other large donations by Provost Harrison and other friends, for the purpose of aiding young men in post-graduate study and investigation. Another hopeful sign is the contemplated preparation of a Pennsylvania Science Series, for the purpose of placing within easy reach of our teachers the leading facts of science as they can be brought under the eye of the student in our own state. Hence if the appropriation in aid of High Schools can be secured at the next session of the Legislature, School Boards will have no difficulty in securing the additional teacher required by law either for high schools already in existence, or for township high schools which may spring into existence through the hope of aid from the State.

It will be seen that the scheme of your

committee looks primarily to the establishment of High Schools, and next to securing teachers with suitable training and scholarship for the same. Instead of evolving out of their inner consciousness a course of study to be forced upon the child, the committee seek to place at the disposal of the teacher a supply of mental food to be dispensed by him in accordance with the needs of the pupil. A school can never rise above the scholarship of those who teach its classes. Township high schools usually start with one teacher. His training and scholarship will determine the aim and character of the instruction. If his education has been limited, he will unconsciously persuade his pupils and the community to rest satisfied with very limited attainments. He can not give them a glimpse of the vast fields of knowledge which modern civilization has conquered and is utilizing; nor can he inspire his brightest pupils to seek courses of study in more advanced schools. If on the other hand the teacher has had a broad, liberal and thorough education, his influence will revolutionize the tastes and aspirations of young and old. If his thinking is logical and his habits of mind literary and scientific, he will beget in others a taste for science and literature. If he understands his pupils and their environment, his instruction will be practical as well as calculated to develop the powers of the pupil and to put him in touch with nature and the civilization by which he is surrounded. Courses of study mapped out by others will be suggestive to his mind; but he will never seek to force these upon the pupils contrary to their special needs and in excess of their native capacities. The scheme of your committee does not, therefore, contemplate courses of study as designed to bind a teacher to the use of materials of instruction contrary to the dictates of his own judgment, but rather to serve as helps to an intelligent guidance of pupils in their career at school. To a discussion of the course of study from this point of view we now direct attention as one of the leading features of this report.

COURSE OF STUDY.

In preparing a course of study for high schools it is necessary to bear in mind on the one hand, the difference between the high school and the professional school; and, on the other hand, the difference between the high school and the college.

In aim and method the high school differs from the professional school. The military academy and the naval academy aim to educate officers for the army and the navy. Every other interest is subordinated to that of making soldiers and mariners. When the interests of the individual are in conflict with this primary aim, he is expected to resign his cadetship and to sever his connection with the school. The same is very largely true of the law school, the medical college, and the theological seminary; and it should be more largely true than it is of the normal school. The question of preparing a high school course is very much simplified as soon as the directors adopt the theory that it is not the function of the high school to prepare teachers for the public schools. When a city finds it advisable to provide special preparation for its teachers, a training school should be organized after the plan of the Philadelphia Girls' Normal School. For years our metropolis tried to combine a Normal School and a Girls' High School in one institution, but the experiment was at last given up to make room for a better plan. From the nature of the case it could not succeed. Many pupils who are not fitted either by talent or by temperament to become teachers, are nevertheless greatly benefited by a course of high school study in which the interests of the individual are not subordinated to professional aims. The teacher in a high school can be well satisfied if his pupils acquire a knowledge of the branches adequate for more advanced study. The normal school, on the other hand, must aim at the thorough and exhaustive knowledge of the branches which the learner needs in order to teach. A model school designed to furnish observation and practice to the pupil-teacher, may rise to the level of a high school in its more advanced classes; but it is a pedagogical sin in the training of the average high school pupil, to emphasize preparation for a vocation at the expense of that general culture and discipline which are calculated to make the most of the God-given powers and possibilities of the individual.

The problem before us is also very much simplified if we differentiate the aim of the high school from that of the college. Both aim at general culture. But college studies differ from those of the high school in their adaptation to

minds of greater maturity. The average age of pupils in the high school ranges from fifteen to nineteen years. Branches like Analytical Geometry and Calculus, Logic, Psychology and Ethics, Comparative Grammar and Philology, are too difficult for the average pupil in a high school. On the other hand, the paradigms of Latin and Greek Grammar, the vocabularies upon which a reading knowledge of foreign languages is based, the leading truths of plane geometry and the relations of quantities as expressed in equations of the first and second degree, in the binomial theorem, and in the factoring of polynomials, are well adapted to give exercise to the mind at this age. The same claim is justly made for the elements of Botany, Zoölogy, Chemistry, Physics, and even Geology and Astronomy. In making this claim we must not lose sight of the difference between an *elementary knowledge* of these branches and *science* as such, which is the knowledge of things in their causes and inner relations. The study of these branches as sciences belongs to the college period; the study of any one of them as a specialty belongs to the University.

Having pointed out the lines of demarcation which separate the high school from the college and the professional school, it behooves us next to inquire what line should separate the high school from the elementary school. In other words, what preparation may reasonably be expected of those who wish to enter the high school? Here it must be confessed that the transition should be made easier rather than more difficult; and that the results of an examination should not be made the sole test for admission. The high school course furnishes materials and instruments of thought which it is not the province of the elementary school to give, and which will make a boy of average mind all his life long superior as a thinker to another boy of brighter parts who never advanced beyond the grammar grade. Moreover, it must be a case of arrested development if the instruction adapted to a child of nine or ten is suited to furnish the mental food required by a youth of fourteen or fifteen. Studies which are difficult at one age often become easy by reason of brain growth alone. At the close of the war many young men whose education had been interrupted by the call to arms, and who secured by service in the field the money with which to attend school, came to our normal schools to prepare for teaching. Of course they studied the common branches. To suit the needs of minds of their degree of maturity arithmetics were prepared involving business transactions, transformations of functions and numerical conundrums entirely beyond the grasp of the average school-boy. When these war veterans began to teach, they in turn used the books which they themselves had studied, and some of these text-books are still in use, the learner being required to submit to one review after another for the purpose of having him gain thoroughness in processes of thought entirely beyond his years. The undue amount of such work required in some cities and boroughs retarded the development of the high school and the introduction of many things in science and literature much better fitted to enrich the mental life of the student.

ADMISSION TO HIGH SCHOOL.

The following may be insisted on as conditions for admission to the high school: 1. A degree of maturity which most pupils attain at the age of thirteen. A year may be added if the pupil is allowed to begin Algebra and Latin in the grammar grade. 2. Ability to read intelligently in a book equal to the average Fourth Reader. 3. Familiarity with the parts of speech, the analysis and synthesis of ordinary sentences, and the most common irregularities of declination, conjugation, and comparison. 4. The basal concepts of Geography and U. S. History.

It is not to be inferred that the above enumeration exhausts the range of topics which should be taught below the high school. Deficiencies in Geography, Spelling, Penmanship, Vocal Music, and Drawing, should not be considered a sufficient excuse for keeping a pupil in the grammar school. The conditions for promotion should cover the essentials without which a pupil can not grasp the instruction given in a high school class. The examination for promotion should cover all that may reasonably be expected of the average pupil. Otherwise the teachers will be tempted to confine their drill to the minimum requirements for admission.

Superintendent Missimer, of Erie, gives the following interesting statement of the minimum requirements for admission into the high school, based upon a long ex-

perience as principal of one of the best high schools in the State: "I think that the minimum requirements in arithmetic for admission to the high school should be a thorough knowledge of, and a ready application in practical problems of fractions, decimals, percentage, denominate numbers—or what we used to call old-fashioned reduction—and one good practical method of working interest. No discount, compound interest, cube or square root, compound proportion, but in the place of these latter, mental arithmetic in fractions, percentage, decimals, reduction.

"In grammar a thorough comprehension of the parts of speech, their use and application. The classification of verbs should be general, and not carried out into too much detail. The terms regular, irregular, transitive, intransitive, active, passive, should be thoroughly understood and comprehended. * * * The simpler and broader classification should only be used. To attempt to load the children with the distinctions between six and seven kinds of adjectives, adverbs, etc., is to confuse, and is beyond the state of mental development of the average child.

"Analysis should be simple, and be confined to the classification of the sentence, subject, predicate and the ability to classify modifying phrases or clauses as adjective, adverbial or substantive, as the case may be."

ADJUSTMENT OF STUDIES.

A more difficult question is the adjustment of the studies to the varying needs of the different sections of the Commonwealth and of the different classes whose children attend the public schools. Agriculture, mining and manufactures give, each of them, employment to about a million of our population. Trade, transportation and the pursuit of the ordinary handicrafts, occupy and give support to several millions more. The agricultural population dwells in rural sections and is generally satisfied with the minimum term of six months. The miners congregate in regions where the terms are longer and the wages paid to teachers are higher, because the local Boards can compel the corporations to pay the taxes; the boys, however, leave school earlier than in agricultural communities. The people who work in factories congregate in the great centres of population, where there is most demand for the kind of education known as manual training. Whilst it would be as great a mistake to convert the high school into a trade school as to make it a professional school, the question nevertheless arises: Can the school do aught to fit the children of the farmer, the miner and the manufacturer for their future occupations? If this can be done without neglecting the psychological needs of the child and without destroying the logical sequence of topics in the various branches, it will be a potent means of keeping the schools in touch with the people and of postponing the critical day when pupils quit school. Attempts at this kind of adjustment have been made in the commercial courses of some city high schools. Aside from the experience of our own cities, the success of the commercial high schools of Austria in fitting young men for counting houses all over Europe is the best argument for experiments in this line. Nevertheless the topics which are of value to every citizen of the republic, claim the first place in the curriculum of every school supported by public money. To this category belong civics and the history of our state and nation. The studies which have value in every walk of life should not be crowded out by the attempt to fit pupils for entering with advantage upon special callings.

In this connection it has been well said that the schools can never afford to lose sight of the three R's. The remark has force even when applied to the high school. For to read means more than the simple recognition and pronunciation of the words at sight. It involves the ability to get thought from a page not merely when it is printed or written in ordinary English, but also when the language is more or less technical. The newspaper accounts of foot ball and base ball and other sports abound in technical terms which the boy is apt to acquire from actual contact on the playground. Books on agriculture, horticulture, on applications of electricity, abound in terms and concepts which are seldom acquired except at school. The reports of the Secretary of Agriculture, the bulletins issued from Washington, are like a sealed book to many a farmer, because he lacks an elementary knowledge of botany, zoölogy, chemistry and physics. A theoretical knowledge of the strata of the earth would make the miner a more intelligent workman, and enable him to read period-

icals on mining. The arts of modern life are so fully grounded in the sciences that no man ignorant of them can read the daily papers intelligently or keep himself posted on the latest in any line of work to which the human race is devoting its time and energies.

Again, by writing is meant more than the mechanical operation of forming the script letters or transcribing a copy or document. The second of the three R's implies the ability to express thought in idiomatic English. To write well presupposes a knowledge of grammar and rhetoric. The pupil needs these not only to test his own style and sentences, but also to interpret the productions of others.

The art of reckoning, in the third place, implies more than arithmetical computation. To it belong algebra and geometry, two branches found in most high schools in Pennsylvania. To these it might be well to add trigonometry, including surveying, as being eminently practical as well as highly educative. The claims made by the most ardent advocates of the common branches are thus found to include every branch recommended by the Committee of Ten as given below, with the exception of the ancient and modern languages, astronomy, and book-keeping. The importance of book-keeping in every walk of life, especially in the trades, is universally acknowledged. A little knowledge of astronomy will free the husbandman from the superstition of planting his seed by the signs of an almanac, or of making his fences in certain phases of the moon.

Ninety-five per cent. of our pupils never go beyond the high school, and all these may, if they desire it, be excused from the study of foreign languages, living or dead. It is, however, manifestly in the interest of the State to take care of the comparatively few who wish to pursue advanced courses of study and who are destined to figure afterwards as members of the older professions, or of those more modern callings which deserve to be ranked among the learned professions. Hence it should be made possible for the highest intellects to acquire in the high school a knowledge of languages other than the mother tongue. It is the conviction of your committee that some time should be devoted to Latin by every pupil who has prospect of enjoying a high school course covering three years. A majority of the committee of fifteen appointed by the Department of Superintendence are of the opinion that formal English grammar should be discontinued in the eighth year, and the study of some foreign language, preferably that of Latin, substituted. "The educational effect," says their report, "on an English speaking pupil of taking up a language which, like Latin, uses inflections instead of prepositions, and which further differs from English by the order in which its words are arranged in the sentence, is quite marked, and a year of Latin places a pupil by a wide interval out of the range of the pupil who has continued English grammar without taking up Latin. The effect of the year's study of Latin increases the youth's power of apperception in very many directions by reason of the fact that so much of the English vocabulary used in technical vocabularies like those of geography, grammar, history and literature, is from a Latin source; and besides, there are so many traces in the form and substance of human learning of the hundreds of years when Latin was the only tongue in which observation and reflection could be expressed."

As aids to a successful career the humanities are quite as important as the sciences. To the leaders in civilized society the knowledge of men is more essential than the knowledge of books or of things. How can the knowledge of human nature be acquired? Not by the study of rocks and leaves and bugs, but by contact with mankind, either through the medium of spoken language or through the study of literature which enshrines the best that mankind has thought and done.

Thus far we have argued in favor of high school studies from the economic view. The study of science and literature can be advocated on higher grounds. A people taught to regard wealth as the highest good, will always be a discontented people, incapable of perpetuating any stable form of government. As soon as the people are lifted above the struggle for bread, they crave recreation and enjoyment. Shall the enjoyment be that which results from the gratification of the baser passions in the direction of eating, drinking, dress, vanity, ambition and the like, or shall the enjoyment arise from the contemplation of the beauties of nature and literature? A people who can enjoy the scenery and the glorious

sunsets of the Keystone State, who can appreciate the marvels which are continually transpiring in the field and the forest, who can enter into the spirit of the matchless literature which the ages have bequeathed unto us, will be a happier people, and by reason of their contentment will be better exponents of the home, of society, and of the State.

In the high school programme a reasonable amount of time should be reserved for reviews of the common branches. It will, for instance, economize time and effort if the pupil is allowed to study algebra and geometry before he is expected to finish arithmetic. The proof of an ordinary theorem in geometry is more easily comprehended than the demonstration of many of the principles of arithmetic. The rules for the measurement of surfaces and solids are more easily remembered after geometry has been studied. Algebra is universal arithmetic. Without some acquaintance with the signs and symbols of algebra it is impossible to understand all the bearings and relations of certain operations with numbers. A knowledge of the algebraic equation clarifies the possible cases of percentage. The English sentence is stripped of many of its difficulties and intricacies by the study of Latin syntax, which is perhaps the most perfect syntax in existence. Physical geography loses its terrors after one has paid some attention to the elements of astronomy, botany, zoölogy, and other sciences. The history of England and of Continental Europe throws a flood of light upon the history of the American people. Of course every review should bring something new before the mind of the pupil; otherwise it will be little better than a waste of time, calculated to disgust the brighter pupils with their life at school. A rational review aims not merely to fix in the mind what has been gone over; it links the new with the old, weaves the inner nexus which binds the different parts of knowledge into an organic whole, and shows how the various elements of a science grow out of the fundamental concepts in which it is rooted. Reviews of this kind are a necessary part of every curriculum of study based upon a sound theory of education.

A full high school course should undoubtedly cover four years. Many townships and boroughs can, however, not provide the teaching force or the pupils for such an extended course. Hence, Pennsylvania should follow the example of older countries in providing for a classification of high schools upon the basis of the number of years of study embraced in the curriculum. A school maintaining four years of study would rank as a high school of the first grade; one maintaining three years of study would rank as a high school of the second grade; and one maintaining two years of study as a high school of the third grade. Taking for granted that the two classes in a high school of the third grade can be instructed as one class in the elements of Botany, Zoölogy, Chemistry and Physics, one teacher could give each class five daily recitations of a length varying between thirty and forty minutes, one of them being devoted to the elements of Science. In other words, a high school of the third grade could be organized at a central point by the employment of one teacher. It may be objected that the salaries usually paid will not secure teachers capable of giving instruction in algebra, geometry, botany, zoölogy, chemistry, physics and geology. Specialists in these sciences can of course not be secured at the salaries now paid in most districts. But the advocates of the introduction of nature study into the elementary schools presuppose in the teachers an elementary knowledge of the sciences just named; why then is it not reasonable to expect equal attainments of those who draw the better salaries usually paid in high schools? In high schools of the first and second grade more than one teacher would have to be employed; hence there would be less difficulty in securing the required talent in the corps of instructors. At this point we are also met by the objection that only the rich can go beyond the high school or even through the high school, and that the furnishing of instruction in the ancient and modern languages at public expense is equivalent to "taxing the masses for the benefit of the classes." To this it may be pertinent to reply by asking, Who pay the taxes, if not the rich? Is it true that only sons of the rich get the benefit of higher education? Is it not in the interest of the poor as well as the rich that physicians be thoroughly educated, that the gospel be preached by men qualified in every particular, that the laws be made and administered by competent legislators and judges, that all the learned

TABLE I.

Subject.	Elementary Grades.—Primary and Grammar School.								Secondary School.—High School or Academy.			
	1st Year. Age. 6-7.	2d Year. 7-8.	3d Year. 8-9.	4th Year. 9-10.	5th Year. 10-11.	6th Year. 11-12.	7th Year. 12-13.	8th Year. 13-14	9th Year. 14-15.	10th Year. 15-16.	11th Year. 16-17.	12th Year. 17-18.
1. Latin.					Reasons given for beginning Latin earlier than is now the custom.				5 p. a wk.	5 p. a wk.	5 p. a wk.	5 p. a wk.
2. Greek.							Latin to be begun a year before Greek.			5 p. a wk.	4 p. a wk.	4 p. a wk.
3. English.	Pupils to reproduce orally stories told them, to invent stories and describe objects.		Supplementary reading begun—and continued through all the grades. Composition begun—writing narratives and descriptions—oral and written exercises on forms and the sentence.				From this grade no reader to be used.	Grammar, 3 p. a wk.	Literature, 3 p. a wk. Composition, 2 p. a wk.	Literature, 3 p. a wk. Composition, 2 p. a wk.	Literature, 3 p a wk. Composition, 1 p. a wk. Rhetoric, 1 p. a wk.	Literature, 3 p. a wk. Composition, 1 p. a wk. Grammar, 1 p. a wk.
4. Modern Languages.					Elective German or French, 5 p. a wk.	Elective German or French, 4 p. a wk.	Elective German or French, 3 p. a wk. at least.	Elective German or French, 3 p. a wk. at least.	The language begun below, 4 p. a wk.	The same language, 4 p. a wk. Second language, 4 p. a wk	The same language, 4 p. a wk. Second language, 4 p. a wk.	The same language, 4 p. a wk. Second language, 4 p. a wk.
5. Mathematics.	Arithmetic during first eight years, with algebraic expressions and symbols and simple equations—no specific number of hours being recommended.				Concrete Geometry, 1 p. a wk.	Concrete Geometry, 1 p. a wk.	Concrete Geometry, 1 p. a wk.	Concrete Geometry, 1 p. a wk.	Algebra, 5 p. a wk.	Algebra *or* Book-keeping and Commercial Arithmetic, 2½ p. a wk. Geometry, 2½ p. a wk.	Algebra *or* Book-keeping and Commercial Arithmetic, 2½ p. a wk. Geometry, 2½ p. a wk.	Trigonometry and higher Algebra for candidates for scientific schools.
6. Physics, Chemistry, and Astronomy.	Study of natural phenomena 5 p. a wk. through first eight years by experiments, including physical measurements and the recommendations of Conferences 7 and 9.								Elective Astronomy, 5 p. a wk. 12 wks.		Chemistry, 5 p. a wk.	Physics, 5 p. a wk.
7. Nat. History.	Through first eight years 2 p. a wk., of not less than 30 minutes each, devoted to plants and animals; the instruction to be correlated with language, drawing, literature, and geography.								One yr. (which yr. not specified) 5 p. a wk. for botany or zoölogy. Half-yr. (late in course) anatomy, physiology, and hygiene, 5 p. a wk.			
8. History.					Biography & Mythology, 3 p. wk.		American History and elements of civil government, 3 p. a wk.	Greek and Roman History, 3 p. a wk.	French History, 3 p. a wk.	English History, 3 p. a wk.	American History, 3 p. a wk.	A special period intensively, and civil government, 3 p. a wk.
9. Geography.	Time allotted in first eight years to equal that given to number work. The subject—the earth, its environment and inhabitants, including the elements of astronomy, meteorology, zoölogy, botany, history, commerce, races, religions, and governments.							Physical Geography.	(Physiography, geology, or meteorology at some part of the high school course. Possibly more than one of these where election is allowed.)		Elective Meteorology, ½ this year or next.	Elective geology or physiography, ½ yr.

TABLE IV.

Year.	Classical. Three foreign languages (one modern).	Latin-Scientific. Two foreign languages (one modern).	Year.	Modern Languages. Two foreign languages (both modern).	English. One foreign language (ancient or modern).
I.	Latin . . . . . 5 p. English . . . . . 4 p. Algebra . . . . . 4 p. History . . . . . 4 p. Physical Geography . . . . . 3 p. 20 p.	Latin . . . . . 5 p. English . . . . . 4 p. Algebra . . . . . 4 p. History . . . . . 4 p. Physical Geography . . . . . 3 p. 20 p.	I.	French [*or* German] begun . . . . . 5 p. English . . . . . 4 p. Algebra . . . . . 4 p. History . . . . . 4 p. Physical Geography . . . . . 3 p. 20 p.	Latin, or German, or French . . . . . 5 p. English . . . . . 4 p. Algebra . . . . . 4 p. History . . . . . 4 p. Physical Geography . . . . . 3 p. 20 p.
II.	Latin . . . . . 5 p. English . . . . . 2 p. *German [*or* French] begun . . . . . 4 p. Geometry . . . . . 3 p. Physics . . . . . 3 p. History . . . . . 3 p. 20 p.	Latin . . . . . 5 p. English . . . . . 2 p. German [*or* French] begun . . . . . 4 p. Geometry . . . . . 3 p. Physics . . . . . 3 p. Botany or Zoölogy . . . . . 3 p. 20 p.	II.	French [*or* German] . . . . . 4 p. English . . . . . 2 p. German [*or* French] begun . . . . . 5 p. Geometry . . . . . 3 p. Physics . . . . . 3 p. Botany or Zoölogy . . . . . 3 p. 20 p.	Latin, or German, or French . . . 5 or 4 p. English . . . . . 3 or 4 p. Geometry . . . . . 3 p. Physics . . . . . 3 p. History . . . . . 3 p. Botany or Zoölogy . . . . . 3 p. 20 p.
III.	Latin . . . . . 4 p. *Greek . . . . . 5 p. English . . . . . 3 p. German [*or* French] . . . . . 4 p. Mathematics {Algebra 2, Geometry 2} . . . . . 4 p. 20 p.	Latin . . . . . 4 p. English . . . . . 3 p. German [*or* French] . . . . . 4 p. Mathematics {Algebra 2, Geometry 2} . . . . . 4 p. Astronomy ½ yr. & Meteorology ½ yr. 3 p. History . . . . . 2 p. 20 p.	III.	French [*or* German] . . . . . 4 p. English . . . . . 3 p. German [*or* French] . . . . . 4 p. Mathematics {Algebra 2, Geometry 2} . . . . 4 p. Astronomy ½ yr. & Meteorology ½ yr. 3 p. History . . . . . 2 p. 20 p.	Latin, or German, or French . . . . . 4 p. English {as in others 3, additional 2} . . . . . 5 p. Mathematics {Algebra 2, Geometry 2} . . . . . 4 p. Astronomy ½ yr. & Meteorology ½ yr. 3 p. History {as in the Latin-Scientific 2, additional 2} 4 p. 20 p.
IV.	Latin . . . . . 4 p. Greek . . . . . 5 p. English . . . . . 2 p. German [*or* French] . . . . . 3 p. Chemistry . . . . . 3 p. Trigonometry & Higher Algebra *or* History . . 3 p. 20 p.	Latin . . . . . 4 p. English {as in Classical 2, additional 2} . . . . . 4 p. German [*or* French] . . . . . 3 p. Chemistry . . . . . 3 p. Trigonometry & Higher Algebra *or* History . . 3 p. Geology or Physiography ½ yr. and Anatomy, Physiology, & Hygiene ½ yr. 3 p. 20 p.	IV.	French [*or* German] . . . . . 3 p. English {as in Classical 2, additional 2} . . . . . 4 p. German [*or* French] . . . . . 4 p. Chemistry . . . . . 3 p. Trigonometry & Higher Algebra 3 *or* History . . 3 p. Geology or Physiography ½ yr. and Anatomy, Physiology, & Hygiene ½ yr. 3 p. 20 p.	Latin, or German, or French . . . . . 4 p. English {as in Classical 2, additional 2} . . . . . 4 p. Chemistry . . . . . 3 p. Trigonometry & Higher Algebra . . 3 p. History . . . . . 3 p. Geology or Physiography ½ yr. and Anatomy, Physiology, & Hygiene ½ yr. 3 p. 20 p.

* In any school in which Greek can be better taught than a modern language, or in which local public opinion or the history of the school makes it desirable to teach Greek in an ample way, Greek may be substituted for German or French in the second year of the Classical programme.

vocations like pharmacy, dentistry, engineering, be filled by men who have had all the educational advantages which the nineteenth century affords? It is a well-known fact that many of those who are making their mark in these lines have risen from the humblest walks. The many country lads who rise to prominence in the cities always hail from communities where they enjoyed the instruction of, and caught inspiration from, one or more good teachers. Trace these men to their homes, and you will find that they grew up in the proximity of schools superior to the average elementary school of the present day. Study the men who grew up in communities where these educational advantages were not to be had, and you will find "many a gem unpolished and many a star unknown."

For this reason the scheme of your Committee contemplates the extension of secondary education to rural communities by the establishment of high schools at places accessible to the advanced pupils of one or more townships. Where but one teacher can be employed, a high school of the third grade may be established, in which the farmers' sons and daughters can be taught the elements of botany, zoölogy, physics and chemistry, thus opening their eyes to the wonders of nature around them and to the laws of vegetable and animal growth, in accordance with which their toil in tilling the soil can be made remunerative. An inflexible course of study your Committee does not recommend. To outline courses of study in detail for all our high schools would only add to the confusion in people's minds already produced by the Report of the Committee of Ten. The four courses of study outlined by that Committee can only be considered as ideals toward which teachers and pupils may work; to bind any one of them upon the high schools already in operation would involve the loss of valuable time and effort. Instruction should always begin at the point which the pupils have reached. Their interests are superior to those of any system of grading invented by the wisest of educators. Hence, no sudden or violent changes are recommended for any city or borough high school, and after it becomes incumbent upon the Superintendent of Public Instruction to outline a course of study for township high schools it will be wrought out with special reference to the needs of different sections of the Comm wealth.

The scheme of your Committee may summed up for discussion under the f lowing captions:

I. The establishment of high scho at favorable points in rural districts, well as in boroughs and cities.

II. The appointment of legislati committees by the State Teachers' As ciation, and by County and City Ins tutes, to coöperate in securing a spec appropriation in aid of High Schools.

III. The employment of at least c teacher with specified scholarship in eve high school receiving special aid from t State.

IV. A standard of admission ir high schools based partly upon the atta ments of the pupil.

V. The adoption of a course of stu somewhat flexible, so as to suit the verse wants of different sections of t Commonwealth, which should embrace

1. The study of civics, including t constitution of Pennsylvania.

2. A daily recitation in elementary s ence, except in the case of pupils w study Greek and Latin with a view of tering college.

3. A review of arithmetic after the e ments of algebra and geometry have be studied; a review of geography after t elementary sciences have received att tion; and a review of English gramm after rhetoric and possibly the eleme of Latin have been studied. Revie should not exclude the introduction new matter either during the recitati or during the preparation of the less assigned.

4. The adoption of the curricula of t Committee of Ten, as ideal courses ward which teachers and pupils m work; but in no case is a curriculum be followed as if it were to be forced up the pupils without due regard to th capacities and the requirements of t vocation they are destined to follow.

VI. An agitation of the question secondary education at Teachers' Insti stutes, Directors' Conventions and Hi School Commencements, as well through the daily and weekly papers a the educational periodicals which are c culated among the people of Penns vania.

For convenience of reference Tables and IV. of the Report of the Commit of Ten are given on the preceding pag

THE STICKIT MINISTER.

RENUNCIATION OF ROBERT FRASER.

BY S. R. CROCKETT.

THE crows were wheeling behind the plow in scattering clusters, and plumping singly upon the soft, thick grubs which the plowshare was turning out upon an unkindly world. It was a bask blowy day in the end of March, and there was a hint of storm in the air—a hint emphasized for those skilled in weather lore by the presence of half a dozen sea-gulls, white vagrants among the black coats, blown by the south wind up from the Solway—a snell, Scotch, but not unfriendly day altogether. Robert Fraser bent to the plow-handles, and cast a keen and wary eye toward his guide-posts on the ridge. His face was colorless, even when a dash of rain came swirling across from the crest of Ben Gairn, whose steep bulk heaved itself a blue haystack above the level horizon of the moorland. He was dressed like any other plowman of the south uplands—rough homespun much the worse for wear, and leggins the color of the red soil which he was reversing with the share of his plow, Yet there was that about Robert Fraser which marked him no common man. When he paused at the top of the ascent, and stood with his back against the horns of the plow, the country-man's legacy from Adam of the Mattock, he pushed back his weather-beaten straw hat with a characteristic gesture, and showed a white forehead with blue veins channeling it—a damp, heavy lock of black hair clinging to it as in Severn's picture of John Keats on his death-bed. Robert Fraser saw a couple of black specks which moved smoothly and evenly along the top of the distant dike of the highway. He stood still for a moment or two watching them. As they came nearer, they resolved themselves into a smart young man sitting in a well-equipped gig drawn by a showily-actioned horse, and driven by a man in livery. As they passed rapidly along the road, the hand of the yonng man appeared in a careless wave of recognition over the stone dike, and Robert Fraser lifted his slack reins in staid acknowledgment. It was more than a year since the brothers had looked each other so nearly in the eyes. They were Dr. Henry Fraser, the rising physician of Cairn Edward, and his elder brother Robert, once student of divinity at Edinburgh College, whom three parishes knew as "The Stickit Minister."

When Robert Fraser stabled his horses that night and went in to his supper, he was not surprised to find his friend, Saunders M'Quhirr of Drumquhat, sitting by the peat fire in the "room." Almost the only thing which distinguished the Stickit Minister from the other small farmers of the parish of Dullarg was the fact that he always sat in the evening by himself *ben the hoose*, and did not use the kitchen in common with his housekeeper and herd-boy save only at meal-times. Robert had taken to Saunders ever since—the back of his ambition broken—he had settled down to the farm, and he welcomed him with shy cordiality.

"You'll take a cup of tea, Saunders?"

"Thank ye, Robert, I wadna be waur o't," returned his friend.

"I saw your brither the day," said Saunders M'Quhirr, after the tea-cups had been cleared away, and the silent housekeeper had replaced the books upon the table. Saunders picked a couple of them up, and, having adjusted his glasses, he read the titles—"Milton's Works," and a volume of translation of "Dorner's Person of Christ."

"I saw yer brither the day; he maun be gittin' a big practice!"

"Ay!" said Robert Fraser, very thoughtfully.

Saunders M'Quhirr glanced up quickly. It was, of course, natural that the unsuccessful elder brother should envy the prosperous younger, but he had thought that Robert Fraser was living on a different plane. It was one of the few things that the friends had never spoken of, though every one knew why Dr. Fraser did not visit his brother's little farm. "He's gettin' in wi' the big fowk noo, an' thinks maybe that his brither wad do him nae credit." That was the way the clash of the country-side explained the matter.

"I never told you how I came to leave the college, Saunders," said the younger man, resting his brow on a hand that even the horn of the plow could not make other than diaphanous.

"No," said Saunders, quietly, with a tender gleam coming into the humorsome, kindly eyes that lurked under their bushy tussocks of gray eyebrow. Saunders' humor lay near the fountain of tears.

"No," continued Robert Fraser, "I have not spoken of it to so many; but you've been a good frien' to me, Saunders, and I think you should hear it. I have not tried to set myself right with folks in the general, but I would like to let *you* see clearly before I go my ways to Him who seeth from the beginning."

"Hear till him," said Saunders; "man, yer hoast [cough] is no' near as sair as it was i' the back-end. Ye'll be here lang efter me; but lang or short, weel do ye ken, Robert Fraser, that ye need not to pit yersel' richt wi' me. Hev I no' kenned ye sins ye war the size o' twa scrubbers?"

"I thank you, Saunders," said Robert, "but I am well aware that I'm to die this year. No, no, not a word. It is the Lord's will! It's more than seven years now since I first kenned that my days were to be few. It was the year my father died, and left Harry and me by our lane.

"He left no sillar to speak of, just plenty to lay him decently in the kirk-yard among his forebears. I had been a year at the Divinity Hall then, and was going up to put in my discourses for the next session. I had been troubled with my breast for some time, and so called one day at the infirmary to get a word with Sir James. He was very busy when I went in, and never noticed me till the hoast took me. Then on a sudden he looked up from his papers, came quickly over to me, put his own white handkerchief to my mouth, and quietly said, 'Come into my room, laddie!' Ay, he was a good man and a faithful, Sir James, if ever there was one. He told me that with care I might live five or six years, but it would need great care. Then a strange prickly coldness came over me, and I seemed to walk light-headed in an atmosphere suddenly rarefied. I think I know now how the mouse feels under the air-pump."

"What's that?" queried Saunders.

"A cruel ploy not worth speaking of," continued the Stickit Minister. "Well, I found something in my throat when I tried to thank him. But I came my ways home to the Dullarg, and night and day I considered what was to be done, with so much to do and so little time to do it. It was clear that both Harry and me could not go through the college on the little my father had left. So late one night I saw my way clear to what I should do. Harry must go, I must stay. I must come home to the farm, and be my own 'man;' then I could send Harry to the college to be a doctor, for he had no call to the ministry, as once I thought I had. More than that, it was laid on me to tell Jessie Loudon that Robert Fraser was no better than a machine set to go five years.

"Now all these things I did, Saunders, but there's no use telling you what they cost in the doing. They were right to do, and they were done. I do not repent any of them. I would do them all over again were they to do; but it's been bitterer than I thought."

The Stickit Minister took his head off his hand and leaned wearily back in his chair.

"The story went over the country that I had failed in my examinations, and I never said that I had not. But there were some that knew better, who might have contradicted the report if they had liked. I settled down to the farm, and I put Harry through the college, sending all but a bare living to him in Edinburgh. I worked the work of the farm, rain and shine, ever since, and have been for these six years the 'Stickit Minister' that all the world kens the day. Whiles Harry did not think that he got enough. He was always writing for more, and not so very pleased when he did not get it. He was aye different to me, ye ken, Saunders, and he canna be judged by the same standard as you and me."

"I ken," said Saunders, a spark of light lying in the quiet of his eyes.

"Well," continued Robert Fraser, lightened by Saunders' apparent agreement, "the time came when he was clear from college, and wanted a practice. He had been ill-advised that he had not got his share of the farm, and he wanted it selled to share and share alike. Now I kenned, and you ken, Saunders, that it's no' worth much in one share, let alone two. So I got the place quietly bonded, and bought him old Doctor Aitkin's practice in Cairn Edward with the money.

"I have tried to do my best for the lad, for it was laid on me to be my brother's keeper. He doesna come here much," continued Robert, "but I think he's not so ill against me as he was. Saunders, he waved his hand to me when he was gaun by the day!"

"That was kind of him," said Saunders M'Quhirr.

SANTA CLARA COUNT
TEACHERS' LIBR

"Ay, was it no'?" said the Stickit Minister eagerly, with a soft look in his eyes as he glanced up at his brother's portrait in cap and gown, which hung over the china dogs on the mantel-piece.

"I got my notice this morning that the bond is to be called up in November," said Robert. "So I'll be obliged to flit."

Saunders M'Quhirr started to his feet in a moment. "Never," he said, with the spark of fire alive now in his eyes, "never as lang as there's a beast on Drumquhat, or a poun' in Cairn Edward Bank," bringing down his clinched fist upon the Milton on the table.

"No, Saunders, no," said the Stickit Minister, very gently; "I thank you kindly, but *I'll be flitted before that!*"

A COUNTRY SCHOOLMA'AM.*

BY MARY E. WILKINS.

I HAVE taught school for forty-four years. Now I have delivered the keys of my school-house to the committee. I have packed away on the top shelf of my closet a row of primers and readers, geographies, spelling-books and arithmetics, and I have stopped work for the rest of my life. Through all these forty years I have squeezed resolutely all the sweets out of existence, and stored them up to make a kind of tasteless but life-sustaining honey for old age. I have never spent money unless for the barest necessaries. I have added term by term to the sum on my bank-book until I have been able to build this house and have a sufficient sum at interest to live upon. I need little, very little, to eat, and I wear my clothes carefully and long.

I was never extravagant in clothes but once; that was twenty-five years ago, when I was thirty-five, and expected to be married in the spring. I had a green silk dress then—a bright green. But I had it dyed black, and after all, got considerable wear out of it, although it was flimsy. Colored silk is apt to be. I had a blue woolen, too, a color I should never have bought if I had not expected to be married; and that faded. I also had a black velvet cloak, something that was very costly, and I should not have bought it under any circumstances, but I was foolish. However, that has made my winter bonnets ever since; and it was a good piece, and not cut up much.

Looking backward forty-four years, I cannot remember any other extravagance than this outlay in clothes when I expected to be married at thirty-five. I never have bought any candy except a few cough-drops when I had a cold. I have never bought a ribbon even, or a breast-pin. I have always worn my mother's old hair-pin, although it was so old-fashioned, and the other girls had pretty gold and coral or cameo ones.

My mother died when I was fourteen; my father, when I was sixteen; then I began to teach. My father left me nothing. Mother was sick all her life nearly, and he could not lay up a cent. However, there was enough to pay his funeral expenses, and I was thankful for that. I sometimes wonder if he would think I had done pretty well. I don't know how it can make any difference to him now; he is past all such earthly vanities, even if he knows about them, but I do sometimes feel glad I have done so well, on his account. Anybody has to have some account besides their own, even if it is somebody's that's dead.

I have built this house, with six rooms in it and a woodshed. I have a little land, too. I keep hens, and I am going to have a vegetable garden back of the house and a flower garden front. I have good woolen carpets all over the house except the kitchen. I have stuffed parlor furniture, and a marble-topped table, and a marble shelf with a worked plush scarf on it. I have a handsome dining set and two nice chamber sets, and two beautiful silk quilts I pieced from bits my scholars gave me. I shouldn't be ashamed to have anybody go over my house. And I keep it nice, too; you could not find a speck of dust anywhere. Of course, I have nobody to put it out of order, and that makes a difference. It has always been my habit to look at all the advan-

*This sketch is the introduction to "The Country School Teacher's Ghost Story," published in the New York *World* of March 11. It does not represent, perhaps, a good teacher, but a safe one, surely, for she sees and feels her own deficiencies, and laments her lack of brilliant success; not sour, not harsh and crabbed, but sternly repressive, she hides the love she feels for the little ones, for fear she may seem partial to some of them, and so has resolutely "squeezed all the sweets out of existence and stored them up to make a kind of tasteless honey for old age." Doubtless some of her pupils would paint her influence in much more glowing tints, and give a brighter setting to the homely picture.—*Ed.*

tage there is in life, and I have found there is an advantage side to almost everything. I can keep my house a great deal nicer than I could if I were not all alone in the world. I sometimes wonder what I should do if I had a man coming in with muddy boots, or children tracking in dirt and stubbing out my carpets or kicking the paint off my new doors.

To tell the truth, I have never cared much about children, though I have been teaching them forty-four years. I never dared to say so before, but it is true. Once in a while I saw a child that I thought a good deal of, but taking them all together, I have often wondered how their own mothers could stand them. I would have worked my fingers to the bone for the few I did take a notion to; I fairly grudged them to their folks; but the others!—and I had to hide it, too; it wouldn't have done for the children to think I was partial. They had all the meanness of grown up folks, without knowing enough to hide it. Grabbing each other's apple-cores and teasing away each other's candy, and the big ones plaguing the little ones; throwing paper balls and marking up the walls and everything else. I know, for one, that there's something in the doctrine of original sin. I guess most women that have taught a district school forty-four years do.

I have never been sure, either, that they learned anything so's to remember it and have it do them any good. I have always been afraid that, no matter how hard I tried to do my duty by them, it was never quite done, and that I was teaching myself more than anybody else, just as I always seemed to hit my own hands harder than a scholar's when I had to ferule one.

I could travel all over the earth, on the map, and never once lose my way, but I wonder if my scholars could. I can spell through the spelling book without missing a word, but I know that not one of my scholars can do it. I can do every sum in the arithmetic, measure the depths of all the wells, calculate the speed of all the dogs and foxes, and say the multiplication table by heart, but I am quite sure that no boy or girl ever left my school who could. It seems to me sometimes that I have gone to school to my scholars, instead of my scholars going to school to me, and that I have never been of any benefit to any one of them.

It was just twenty-five years ago today that I went to Marshbrook to teach the No. 1 district school. It was right in the middle of the springtime. I had given up my old school, because I was expecting to be married that May. But when I found out he'd changed his mind towards me, I felt as if I had ought to go to work again. I'd laid out a good deal of money on my clothes, and I knew I'd have to make it some way, as long as I was always going to have nobody but myself to depend on, the way I always had.

Maria Rogers had my old school. She had come from the east village to teach it, when I gave it up, and it wasn't more'n three weeks before he began to go with her. She was good-looking, always smiling, though it always seemed to me it was a kind of silly smile. I was always sober and set-looking, and I couldn't smile easy even if I felt like it. Her hair curled, too. I tried to curl mine, but it wouldn't look like hers. I wouldn't believe it at first when folks came and told me he was going with her, and they thought I ought to know; but after a while I saw enough to satisfy me, myself. I wrote him a letter, and told him I'd found out he had changed his mind, and he had my best wishes for his welfare and prosperity; and then I began to look out for another school. He didn't marry Maria Rogers till the spring term was through. She wanted the money for her wedding clothes. She was a poor girl, or I could have had my old school. As it was, she had him and my school too.

IS IT A FAD?

BY FRANK O. PAYNE.

IT is often asserted that teachers are more given to fads than any other class of people. In proof whereof, it is said that the spelling book went out, so did mental arithmetic, so did grammar, to make way for phonics, language lessons, and the like; that the beautiful copy-books of to-day are disappearing before the abomination—vertical penmanship. There was doubtless a foundation in truth for these innovations, and they have certainly had much to do with moulding the educational thought of the present day.

But we who, as children, were the vic-

tims of phonic fads, have grown up very poor spellers; and we to whom mental arithmetic was denied, find ourselves wofully slow in thinking out solutions of problems. Though the writer is a firm believer in language lessons, yet he is also a lover of grammar (technical, if you please). This may be rank heresy, but that the future alone can determine. There is music to my ears in the sound of rapid, active, energetic *parsing*, or the logical analysis of a problem from statement to conclusion.

It is therefore with delight that I see the spelling book coming back to its place among school books. It also affords pleasure to see in recent catalogues of leading publishers numerous texts on mental arithmetic.

The fact is, that these studies would never have gone out, had they not been made into hobbies and ridden to death. They will not be admitted again to the thrones they once occupied, but they will assume their proper place, for they *have* a proper place in the schools.

But how about "Nature Study?" Is this new departure a fad? Will it, like the fads of the past, create a stir and then go the way of all fads? There may be danger of this.

The superficial teacher will be taken with the showy side of this subject. School exhibits will be crowded with collections of all manner of things. Nature-study will be interwoven into commencement essays. Language and number work will be deeply dyed with it.

I say there may be danger of this. By and by comes a reaction. Out goes everything connected with it. But to the thinking teacher, nature study is hailed with joy. Not as a fad, but as one more means by which to interest the child; as a never-failing source for lessons in morals, and as a basis for all manner of lessons in other subjects of school work.

One of the Chicago papers has recently cried out against the introduction of nature study in some such words as these: "Nature study is the latest idiocy of the school cranks, and the greatest lunacy of modern times." It may be well to look over the works of men whom we are accustomed to regard as leaders of pedagogical thought, and see what is their opinion on this subject.

Of one thing we may be very certain, that he who thinks that the study of nature is *new*, is greatly deceived. Few censors of educational methods will criticise the pedagogy of Comenius. Here is what he said of teaching in general: "Knowledge of *things* close at hand should be acquired first, then that of those farther off." What is the Orbis Pictus, if it be not an attempt to introduce the child to an acquaintance with nature?

Huxley says: "The first teaching a child wants is an *object lesson* of one sort or another."

Says Alexander Bain, "Worth belongs to *any subject* if it convey methods that are useful far beyond itself." Surely the opinion of such a man as Bain is worth consideration. Is not a subject which develops the senses, stimulates thought, cultivates the heart, and leads the child towards a love for the Creator of all things, a subject of such a nature?

Perhaps the opinion of Agassiz is not out of place here. "The difficult art of thinking, comparing, and discriminating, can be more readily acquired by examining natural objects for ourselves, than in any other way."

"Children should be accustomed to examine, analyze, and inspect every object of interest around them, flowers and minerals by the way-side, animals of the field, warblers of the forest, etc. All present excellent subjects for exercising the faculties."—*Tate.*

Cultivate habits of *observation, inquiry. comparison*, and *steady perseverance.*—*Landon.*

"You can make the teaching of physical science as fruitful, as thoroughly disciplinal, for all the higher purposes contemplated in a liberal education, as the teaching of Greek or geometry, if you will only first recognize the possibility of making it so."—*Fitch.*

"Is it not," says Herbert Spencer, "an absurd and almost sacrilegious belief, that the more a man studies nature, the less he reveres it?"

Quotations might be given indefinitely from Quick, Rousseau, Locke, Tate, Payne, and others. Pestalozzi covered the whole ground when he said: "Observation is the absolute basis of all knowledge. The *first* object of education must be to lead a child to observe with accuracy, and *second*, to express with correctness the result of his observation."

In conclusion, any subject may be made a fad, but when we consider how the greatest of all teachers resorted to nature

for illustrations of the truths He taught, we can hardly call nature study an innovation. Should we hesitate to employ His methods of instruction,, or cry out against a study of the things which He thought not unworthy to symbolize things divine?—*Ohio Ed. Monthly.*

HOW TO TEST THE QUALITY OF A TEACHER'S WORK.*

BY CO. SUPT. M. J. BRECHT.

THE quality of teaching is not easily discovered, partly because nature, so largely interwoven with the art of teaching, will not suffer man to probe her inner processes beyond certain limits; partly because the facts that lie within the range of study and observation are often so utterly at variance under what appear to be the same conditions that they are at the best only of value to show the general trend of the development of mind.

Perhaps the most direct, and in many respects the most reliable, way of testing the quality of the teacher's work is to proceed along the line of development that was followed in the method of teaching. This plan seems to have the merit of being rational, for the very facts upon which the teacher must base his work to teach well are the facts which must be considered and weighed when we wish to ascertain the character of the instruction given. Both the teaching and the testing of the teaching move very largely upon parallel lines, and therefore there is some force in the old saying: "The way the teaching is done is the very best way to tell how well it is done."

But this method seems hardly satisfactory for practical purposes. Something more is needed than mere theory. There must be signs of a visible outcome. It is also a significant fact that the best teaching, so called by the student of psychology, is not always productive of the best results. The poorest method in the hands of the merest machine of a teacher may have in it some element of strength, some grain of truth, some suggestion of growth for the learner's mind. Stripped of all distinctions and pedagogical refinements, the great essential of any form of teaching is to carry with it somehow or somewhere some vital spark that will mo the pupil-mind to respond to the world form and matter that lies without, and the truths and relations that dawn upo the conscious powers within.

Experience has taught us that a trut may lodge in the heart under conditio which, even to the most intelligent vie seem adverse and unfavorable to its r ception. A word of encouragement, look or a tone from the poorest teache may start a train of ideas that will ul mately prove itself to be teaching of t highest order. On the other hand, t most beautiful and refined analysis giv under the most promising auspices o times proves barren of results. The cr cial test between teaching that teach and teaching that dies with the effort made not by laws and processes, con tions and exceptions that the psychol gist may name and elaborate, but by t mind itself. At its tribunal and nowhe else, all teaching, whether it be t methods of the most ingenious teacher the crude efforts of the novice, must submitted for the supreme and final te The process is purely a natural o whose limits and conditions are as fix and unchangeable as the law that moul a tear or guides the falling pebble. W would tell the quality of the teache work must be able to determine, whi frequently means to divine, how the i herent preference of the mind under o set of conditions is given to certain c jects and withheld from others, while some other time under apparently t same relations it will repel that whi was attractive before, and seek a bond affinity with the old and discarded. a larger sense he must be able to disco how the attractive force of the mind brought into sympathetic touch with t teacher's efforts and in quick intim correspondence with the best in t child's environment.

But to know how the mind itself o rates is not the only troublesome fact this connection. The character of t teaching presents another difficul There is no way to learn the nature degree of the successive changes t take place in the process of learning cept what may be ascertained from th effects. Science can make many care observations and ingenious deducti along this line, yet the result is at b only approximate, showing the trend activity of the general law rather t

* Read before the Pennsylvania State Teachers' Association at Mount Gretna, July 3, 1895, by Co. Supt. M. J. Brecht, of Lancaster, Pa.

the peculiar phases and special aptitudes of the individual. Measurements that must be taken of the shadow instead of the tree producing it, may have value to obtain the general outline, but have no accuracy to commend them for the purpose of determining the quality of the wood, the texture of its fibre, or its value as a commercial product. Under the most favorable conditions the results of the teacher's work disappear, and, for the time being, are lost in the vortex of forces that play upon and fashion the physical and moral nature of the child. All that we know about the matter is that by a wonderful alchemy carried on in the secret chambers of the soul the lessons taught are transformed and expanded into new elements of power and character.

There is another circumstance that tends to complicate the matter. At the very threshold of the teacher's work, before he has time to choose methods and arrange materials and subject-matter, he is confronted by the "Sphynx's riddle" of the teacher's world—the nature of the child. Human nature is always a variable quantity in its outward expression. One mind differs from another to the minutest detail, while the same mind changes with every change in its environment, constantly projecting itself, and expanding in new directions. The law seems to be not only change, but change at changing rates. What is a proper approach of mind under one set of conditions may be radically wrong under another. So-called normal relations between teacher and child on one occasion may become strained and abnormal whenever the spiritual barometer points to some change in the interior relations of those directly concerned. The situation constantly calls for intelligent interpretation. Rules and formulas are too bungling at this point, and the teacher who must depend upon such artifices never rises to the level of grasping, much less of appreciating, the fine art that lies within the boundaries of his profession.

The mechanic who has to deal with inert matter, who works in material like wood or iron that can be cut, trimmed, moulded and shaped to suit the taste or fancy of the workman, will disclose his skill and grade of workmanship by the way he manipulates his tools, by the order in which he proceeds to select and finish his work. But in the realm of mind there is no potter's clay to fashion, in spite of the old figure; and consequently a test based upon the teacher's way of doing his work may reveal his skill and the kind of talent he possesses, but gives at best only an approximate idea of the quality of the work he does. The force of this statement is apparent. The child has a multitude of teachers, and his opinions and habits of thought are being constantly changed. The world of phenomena, of motive and of choice; the forces of health, inherited tendency and association; the habits of study, attention and obedience, and the lessons the growing mind discovers in rain-drop, flower and shrub, ever present to him a new text to read and interpret.

There are other conditioning facts that embarrass us when we attempt to test the quality of the teacher's work. The few points given are submitted to show how very general and one-sided our knowledge in the matter necessarily is, and to impress the fact that the attempt to measure the teacher's work in all its bearings and relations is suggestive of the impossible task of catching sunbeams and ascertaining what part is leaf, what part bud, and what part cherry. The chemist would shrink from a task of this kind, yet he can tell us many interesting facts of the sunbeam that are profitable and instructive in the economy of life. In a sense somewhat corresponding the educator has observed certain facts which, if they do not explain or trace to its ultimate ends every step in the process of teaching, yet are significant in defining certain aspects that are universally believed to characterize true teaching.

To speak of these is to dwell upon facts or data that must enter into tests made to ascertain the quality of the teacher's work. Prominent among these is the question of results. The practical man asks for results. He has been accustomed to measure men and events by this standard, and openly avows that it is the only reliable way of learning the true worth of things. The world at large has accepted the dictum of the man of affairs, and it has also come to regard results as one of the surest proofs of the success of a principle or institution.

What information is obtained by applying the test of results to teaching? Several important things are discovered. The most obvious, perhaps, is that re-

sults in teaching are of slow growth and remote, the fruits not of to-day but of the future. If not a century plant, they require periods of years, sometimes generations, to mature the germs of promise which they carry. A multitude of forces contribute to this final unfolding. The nurture of early life, the atmosphere of home, the world of nature, the example and language of associates, the exacting hand of experience, the stern, almost savage facts of life, the dream of childhood and the hope of youth, all in their turn encourage or hinder the final outcome of the child's education. It would be a comparatively easy matter to gauge the quality of teaching if one could stand at the other end of life to weigh and interpret results. From that point of view there would be little trouble to trace, like guide-lines in a perspective, the moulding influence of the teacher in the life and character of the child.

Then one might tell whether early lessons upon thoroughness in study, diligence in work, perseverance to push plans forward into effect, were given an abiding place in the heart. Then one might discover to what extent the training to habits of industry, self-denial, and obedience asserted itself in the struggle to achieve success. Then one might trace how the elements of arithmetic, the examples of history, the inspiring themes of literature, enlarged the intellectual horizon and strengthened the moral fibre of the individual. But the problem of testing teaching by results is not one of looking backward. The face must be turned to the unknown and unknowable future of the child. The characters to be read are yet incomplete and obscure. The forces of to-morrow rise phoenix-like out of the ashes of the triumphs of to-day and yesterday. Things are only partially unfolded. As a rule the initial impulse only is given. Results shade into each other, overlap one another, or form the groundwork of a long chain of development the end of which time alone can tell. The attempt therefore to read the quality of the teacher's work from the results discernible must allow room for exceptions, provisions and contingencies upon an extended scale.

The matter, as if not complex enough in itself, has a condition imposed upon it from the outside that tends to confuse still further. Men will not agree as to what the results of our education should be. All say that the best results are produced by the best teaching, but here consensus of opinion ceases. In the busy man's diary and phrase "best result" is synonymous with the idea of fitness to cope successfully with the issues of life in a commercial sense; in the mind of the average parent the phrase is synonymous with selfish hope that it will equip his child with power to be slave to no man and master of the world; in the mind of the intelligent teacher the phrase includes the whole circle of being and is synonymous with the idea "how to live," in the broadest Christian sense of that expression. This diversity of opinion leads to embarrassment and confusion. When men once throw away their prejudices and try to view the teacher's function through the same lens, when they once try to understand that the fruits of an education are not measured off in sections or weighed out in grocers' scales, but that they are nourished and matured by years of experience running through decades and generations, it will give us a more definite knowledge of results, and enable us by virtue of them to interpret with greater accuracy the quality of the teacher's work.

The partial knowledge we have of results is, however, complete enough to see whether the leading characteristics of the work done harmonize with the ideal end of education. For instance, it is not a matter of extended research to ascertain the moral tone of the atmosphere in which the child is taught. The character of the pupil's deportment as it manifests itself in his relation to his studies, to the school and the teachers, the sense of duty and responsibility he feels in his own advancement, and the interest he takes to uphold the good name of the school, reflect very largely the character of the discipline that is exercised over him. The attention he gives to details, whether it be in the style and arrangement of his work on paper, in the care and neatness of his personal appearance, in the care he takes of his own property and the respect he shows for the rights and property of others, or in the pains he takes to understand his lessons, may be found a safe criterion of the thoroughness of his instruction. Again from the attention he gives, the questions he asks, the answer he volunteers, the spirit of application he shows, the facts he discovers or chal-

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he feels in his studies. Where a
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strong oak doth from its boughs
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method of doing work is always of
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y some peculiarity of movement or
sion—the result of association and
-to betray the trade or profession
ich he served as apprentice or en-
as student. Within fifty miles of
ıce of meeting to-day lives a promi-
physician who was compelled to
se himself as a farm hand in order
ıe might have an opportunity of
ıg the process of compounding a
ı remedial agent whose preparation
ept a secret from the profession.
sguise was a success until one day
ing deeply absorbed in his work he
himself and manipulated the knife
such freedom and skill that he
d the suspicion of his employer,
physician, who at once wanted to
where the man had been taught to
: the knife in that manner, but fail-
ı receive a satisfactory reply he
d the subject of his suspicion to re-
: the office for the wages due him.
simply a movement of the hand,
sufficient importance to him who
interpret its meaning to betray the
professional training.
ı law applies in every department
man activity. In the every-day
the swing of the scythe, the ring of
ammer, the buzz of the saw, the
g of the plow, the pushing of the
lane, all show whether the persons
aged are masters of their respective
. Even the brute world seems to
ıese unmistakable signs of strength
ill. Does not a horse seem to know
a novice tries to bridle him? Does
seem to be endowed with superior
gence when the person who pro-
poses to drive him does not understand
the horse temperament? It seems to be
the case, judging from the manner in
which he frequently puts the driver at
his mercy. Beyond question the manner
of doing reveals the genius of the work-
man. The teacher is no exception to the
rule. His method of proceeding shows
in every step he takes, if he understands
the general nature of the mind, the char-
acter of the subject matter he presents,
and the most suggestive way of utilzing
the one to stimulate the other.

A rational method of teaching has
several important functions. It is broad
enough to minister to the welfare of the
whole school, and yet specific enough to
reach out to the temperament of the in-
dividual child, and meet the demands of
his growing nature. Its distinguishing
features harmonize with the best that is
known of child-nature and all that is
implied in a knowledge of its truest de-
velopment. There is enough of science
in the selection and elaboration of its
material to show a very fair appreciation
of the elements of pedagogy; enough of
art in its application to show that due
importance is attached to the finish and
symmetry of its work; enough of human
nature in the under-current of its tone to
show that there is in active play a sym-
pathy and fellowship of feeling with the
necessary effort young life must put forth
to win success. In a broader sense the
method shows the whole stature of the
teacher, both his human and professional
side, and therefore is an index of the gen-
eral capacity of his scholarship, the skill
he possesses to meet special as well as
regular duties, his inventive instinct to
interest, his power to adapt and harmon-
ize, his moral tone, and his professional
spirit and integrity.

Can the preceding facts be learned from
the work of the school-room, or does it
require too close sifting to understand
how methods of teaching weaken or
strengthen the child's character? Are
the available data too uncertain to bring
the matter within the limits of reasonable
certainty? The answer will depend upon
the character and thoroughness of the
test. A careful inspection will disclose
not only the general trend of activity in
a school, not only the spirit and tech-
nique of the teacher's method, but a mul-
titude of things that fall by the way and
crop out only now and then to complete
the links left incomplete in the chain of

the pupil's education. The line of inquiry should deal with essentials and details. The main question should be, What effect has the method which is followed upon the pupil as a whole? Does it influence the boy to become a better boy and help the girl to become a better girl? or does it not reach into his life and change habits of thinking and feeling? Does it give the pupil a larger, deeper reverence for truth and persuade him that in his own life, as well as elsewhere, "Truth crushed to earth will rise again," and therefore he must labor to be truthful and honest? Does it draw him nearer to the fireside of home, to the interests of country, and inspire him with a sense of filial devotion and patriotism that will be loyal to home and country in the hour of danger? Again, has the method induced him to take a greater interest in his studies and in the acquisition of knowledge? Has he, because of it, become more thorough, more determined and more patient in his work? Has it given him more power?—power to do? power to endure? power to sacrifice self in the hour of trial and temptation? Is he growing more industrious and does he feel that the power to "dig and stick" is one of the cardinal virtues of a useful life? What effect has the work upon his personal bearing? Is he daily growing more sympathetic, more thoughtful of the comfort of others, more inclined to stamp out evil and wrong-doing? Where these ends and others of the same type are realized, the methods of teaching must be regarded as helpful and pedagogically sound.

The method of teaching may be arbitrary. In that case the teacher fashions an arbitrary world for the pupil. Under its influence the child will not be moved to reach after higher ideals, nor does he ever feel his heart aflame with the desire to reach

"Those turrets where the eye,
Sees the world as one vast plain,
And one boundless reach of sky."

Little trouble is experienced to tell when meager attention and purposeless effort mark the plan of teaching. The very atmosphere and benches of the school-room tell the story. There is an eloquence of neglect that can not be concealed. The very stones in the hour of distress cry aloud their tale of woe, and there are times when the walls of the school-room and all that is within them and without are eloquent of incompetency and failure.

The individuality of the child and the personality of the teacher enter very largely into the question of success and failure in teaching. Both are forces brought into contact, as it were face to face, with each other, and unless wisely directed, and in some cases subjected to the strong hand of discipline, they will be a disturbing instead of an inspiring element in the work. Under proper relations they give spontaneity and life to school-room work, at once invigorating and helpful to all.

The nature peculiar to each child must be understood and appreciated. Differences in temperament are not always sharply defined. The subject which apparently interests the school is received with enthusiasm by one, and it may be with concealed indifference by another. The same lesson may glide through one mind, from suggestion to suggestion, until it falls upon an experience that awakens a sense of pity; in another mind it may thread its way through a series of links and connections until it falls upon some object that will arouse the feeling of hate. Even the very lesson that is given to encourage the habit of self-reliance, may in some nature start a train of association that will influence it to devise ways and means of relying solely upon others. The same thing is no longer the same thing once it falls within the consciousnesss of the learner. Instantly it bursts like the sunbeam caught in the spray of the fountain into a myriad of tiny rays each obeying the law that called it into existence. The true teacher must recognize this great diversity of character and seek by constant study to deal with it intelligently. The special effort he makes in this direction is an excellent test of the character of his work.

The personal bearing of the teacher is a significant fact. The power of example is so deeply grounded in the instincts of the young that the world long ago summed up the teacher's influence in the phrase, "As the teacher so the school." This generalization is not a popular fallacy. "He that would have friends must show himself friendly." He that would have pupils pleasant and agreeable must practice those virtues himself. He that would find a place in the heart of children must first show himself to have

a heart. He that would have children polite in speech and intelligent in bearing must first exemplify these characteristics of grace in his own life.

The teacher at work will reflect the quality of the teaching in a large degree. Let him be positive and his teaching will be positive; let him be clear in thought and statement and his pupils will tend to become so; let him be earnest and moved by a high moral purpose and his words will encourage in the young lives upon which they fall, energy of character and a high standard of right; let him show by his conversation and manner that he has a soul that attracts like a magnet the great world of sentiment, the tender, the noble, the true, the beautiful, which challenge admiration and comment in almost every lesson, and he will animate the young souls under his care with a spirit that will ever be reaching after higher ideals of perfection and duty; let him have a Samaritan nature that goes out as a lover of the race, and his children will receive an impulse along lines that will make them a father to the fatherless and a refuge to the sufferfng and distressed. A study of the teacher's manner at work will give us a glance behind the curtain that veils the future of the child. But in all tests of the teacher's work great care must be taken not to disturb the normal relations of the school. The spirit is extremely sensitive and he who seeks to know how the evolution of mind is brought about must approach his task with a gentle and sympathetic touch.

The school sentiment of the community is a good test of the quality of a teacher's work. The school whose lessons never get beyond the walls of the building into the conversation of the home and the discussions of the general public suffers from mental and moral stagnation. Good, live teaching cannot be confined to the school-room; it will find its way into the home, into the office and work-shop, into the current affairs of the community, and help to mould and temper the ideas and views of the people. The teacher must be broad-gauged enough to interest the tax-payer in the school, and to make that functionary feel that he owes it as a duty to himself and his neighbors to provide liberally for the education of the rising generation. He who as teacher is strong enough and sufficiently alert to promote a liberal support, both from the heart and the pocket-book, of the school through the channel of legitimate work, thereby building better houses, establishing longer terms, securing higher salaries, must be rated as an artist of rare professional instincts and exceptional power. Where an influence of this kind is at work there is ample proof of the teacher's fitness for his work.

The quality of teaching is also tested by the general interest the young people of a neighboorhood take in matters of a literary and scientific character. If the proper stimulus was given at school they will seek to encourage literary societies, reading circles, debating schools and special leagues and associations that have for their object the prosecution of some particular line of study and investigation. The impetus of rightful training at school is urging them forward to obtain a broader knowledge of men and life. They are simply obeying the initial impulse which they received at the hand of some teacher who understood how to touch their latent energy with the spark of ambition.

The scope and thoroughness of the teacher's work is in a measure determined by the course of study and the programme. The importance attached to the "Report of the Committee of Ten," the continued change and revision in the order and number of studies in the curriculums of our leading schools and colleges, the attempt at correlation of the different studies, are direct evidence of the force of this statement. It follows, as axiomatic, that a liberal course wisely directed will tend to make the spirit liberal; and that an order of studies based upon the order in which the powers of mind develop is productive of the highest attainable results. In the best course there must be some studies to concentrate the mind, and some to expand the horizon of its view. Other things being equal, the best results are obtained where the course of instruction is properly adjusted to the strength and native upward tendency of the growing intellect.

There are other facts that might be considered. These are sufficient for our purpose. The impression should not prevail that teaching can be tested like the multiplication table. That would call for a complete knowledge of the mind, its inner motives and forces—a point of view that can never be realized, for the inner temple of the soul is forbidden ground. No one can tell what secret force or peculiarity of organization moves

one mind to turn from the sparkling pebble in his path to listen to the rustling leaves and the murmuring stream beyond, while another by his side is prompted to turn a deaf ear to the murmur of the stream, and seek a companionship with the shining bauble at his feet. Nor is it necessary that we should understand this mystery of soul-building. The ends of real life are answered when we know that the life of the child in the process of unfolding has been moved to search for a larger knowledge and a broader awakening in character.

MORE CONCENTRATED WORK.

ONE of the most dangerous and conspicuous changes which have gradually taken place in the schools is the multiplication of the subjects studied or in some way dealt with by young children. Recitations have been greatly shortened, in some of the older branches, in order to make room for the many new things taught. The minds of children have been brought very near the point of overloading. Worse than that, they have been started in the way of scattering time, attention, and strength far and wide, and changing restlessly from one thing to another.

Unless we mistake the nature of the American mind and the intellectual habits of the American people, there is far more need, in this country, of education which shall teach concentration, persistence, thoroughness, and depth than of training which leads to putting up with a smattering of many things as a substitute for respectable knowledge of any. As a nation, we tend to diffusion and dispersion of mental effort. We skim the world of learning, rather than dig far into its depths. Of course, there are many exceptions, but in so far as Americans can be said to have a national habit of study and mental exercise, they are nimble rather than massive, alert instead of laborious, and more broad and catholic than profound and exhaustive. There need be little fear that the children of this land will grow up too narrow and set in their ways of thinking and believing.

The very nature of the country forbids such failing. Rather, it renders certain greater relative deficiencies of other kinds, where shortcomings are inevitable. The most serious dangers lie in the opposite direction. In any new country, inhabited and gradually subdued by an eager and ambitious people, there will be much using of makeshifts. Pioneers cannot hope to do many things thoroughly. They inevitably become accustomed to substitutes, and hardened, as it were, to slovenly methods in many kinds of work. So the American people still incline too much to ask whether a thing is good enough, instead of whether it is as good as it ought to be or can be. There is much inclination, more than in many older countries, to seek short cuts and easy roads to knowledge and wisdom, as well as to less important goals of striving and progress.

It is peculiarly needful that American children should be trained in concentration of thought, in persistence of effort, and thoroughness of workmanship in whatever they do. If education in the schools shall make them careful, clear, painstaking, and perseveringly industrious, there need be no fear that they will not become broad and versatile also. The latter qualities are in the institutions of the republic, the traditions of the nation, and even the very topography of the country. The former do not spring so readily from the soil. To develop them is an important province of true education.—*Cleveland Leader.*

THE MORAL EFFECT OF PUBLIC SCHOOL ENVIRONMENT.*

BY CO. SUPT. JOS. S. WALTON.

HAPPILY the day when didacticism alone is considered sufficient nourishment for a child's moral appetite, is rapidly disappearing. So long as we continue to live in an age of thin-skinned Christianity, an age of shallow creeds and dogmas, the vitality of the free school system forbids any tampering with that sacred seed of righteousness whose fruit produces morality. Under these limitations the school man who has the good of his children at heart finds that moral precepts, no matter how he sweetens them with didactical sugar, become unpalatable to active, vigorous boys. Under these limitations even the whole-

* Read before the Pennsylvania State Teachers' Association at Mount Gretna, July 3, 1895, by County Supt. Jos. S. Walton, Ercildoun, Chester county., Pa.

some influence of an unimpeachable example too often falls far short of what is desired. Thus, with one hand tied and but few tools in the other, the teacher in the free schools cries out for increased facilities for moral instruction. And the far-seeing men and women of our land, who realize that the future of Church and State under democratic institutions depends upon the moral vitality of the people's schools, answer back, "What shall they be?" The ignorant and the bigoted exclaim, "Pile on more example. It's the teacher's fault if education fails to ennoble and elevate." Another class, more intelligent but miserly conservative withal, prescribe more didacticism. The poor teacher listens, but inwardly groans at this Egyptian taskmastership which would compel him to make bricks without straw.

I tell you, my friends, if the vitality of this free school system endures beyond the infancy of an experiment it must stand upon a firm moral foundation, and, to do this, increased facilities for moral culture must be placed in the teacher's hands.

It has been said that "the scientific way to destroy an evil is not to hold it up and analyze it in order to make it hateful, but rather to put it out of consciousness." It is put out of consciousness not by a command from a parent or teacher, but by substituting a pure, wholesome environment. A hundred and one moral defects drop, like windfalls, in the vigorous atmosphere of sweet, stimulating environment. Indeed, the vigorous thought of to-day is assigning more and more value to environment, at the expense of what was once assigned to heredity.

Prof. Ziehen, of Jena, in his recent work on Physiological Psychology, greatly enlarges the number of actions moral and immoral due to the exciting stimuli of environing conditions.

William M. F. Round, Secretary of the National Prison Association, says: "I do not believe virtue to be inherited. I have seen repeatedly the most virtuous children of the most vicious parents; and on the other hand, I have known children of the most virtuous parents to turn out most hardened criminals. It is environment and training, not heredity, that give the most favorable conditions for the development of the criminal impulse." The increase of a criminal class Mr. Round assigns to the neglect of suitable environment.

It is not our province to harrow again this trite discussion of the relative value of environment and heredity. Certain it is that there are a few in each generation whose hereditary bias is so strong that they can stride over environing conditions which would crush the average child. Certain it is that our schools are crowded with pupils whose hereditary taint and home environment are such as to cause festering moral sores in the school life.

If one-half of these claims are true, will not proper environing conditions furnish the teacher with additional and valuable means to pursue his devoted work? If these things are true, why do we pay forty dollars a month for example and five dollars a year for environing conditions? If these things are so, why do we still force healthy, rosy-cheeked children into rooms reeking with foul and poisonous gases until their eyes grow dull, faces pale, and joints loose? If environment has even an equal moral value with precept and example, why do we still force unsuspecting childhood up and down dark and winding stairways, fraught with danger and moral taint, until they grow coarse, boisterous, impure?

If these things are so, why do we still drive generations of sad-eyed children across narrow, cramped, brick-paved school yards, why do we clip our grass borders and forbid the children to play thereon? In the country, where the land is cheap as dirt, why do we imprison forty children in a quarter-acre of mud, weeds, dust, or blistering sunshine?

Public opinion refuses to tolerate a teacher whose instruction is injurious or whose example is questionable. We have grown quite particular about the moral character of the teachers we employ. Yet what will not public opinion tolerate in the line of school environment? Who has grown particular about the character of school surroundings?

Do not children respond more quickly to ennobling surroundings than even to improved teaching? Is their difference of behavior in light, airy and roomy quarters compared to dark and cramped school-rooms, in well-ventilated compared with vitiated air, not well known to every teacher? Children love air, light and room. These things smack of freedom, and the child loves freedom.

It becomes the duty of every teacher, of every school director, of every patron, to see that all injurious environment is removed. All neglected, uncomfortable school houses are a curse to the innocent childhood of Pennsylvania. I thank God every time one disappears.

The unlocked, unpainted, board, cheap out-buildings which stand in the corner of the grounds, a target for the bad boy's stones and jeers, are monuments of ignorance, cupidity and neglect, seminaries of sin.

How the fiends of hell must laugh when a close-fisted school director and a saw-and-hammer carpenter put their heads together to build cheap out-buildings with hemlock boards! — buildings which, if located in the most inaccessible corners of the school lot, will meet the requirements of the recent laws. Their doors may bang and swing in the winter winds, the snow may pile and drift around and through them, their unpainted, splinty sides offer fresh attractions for the obscene pencil; yet if the strict limits of the law are fulfilled, the director folds his hands in complacent satisfaction, the carpenter smiles over his nail-built structure, and hell's agents grin with victory.

Access, durability, supervision, and privacy should be the leading objects in view in this department of school architecture. In West Whiteland, New London, West Goshen, East Whiteland and East Brandywine townships in Chester county, some and in many cases all the school buildings have the out-houses attached to the school house and accessible only from the school-room. From a careful examination of the workings of these plans, we are convinced that for country districts they excel any we have yet tried. J. Preston Thomas, Secretary of West Whiteland School Board, writes, "I think the plan the only one that can be devised. They have worked very successfully the past year." In each corner of one end of the building, usually the blackboard end, one or two doors pass through the wall into either a small cloak-room or passage-way as the case may be. Beyond this another door leads into the closet.

In West Whiteland these attachments to old school houses, including the cloak rooms, cost about $133 for each school house. In West Goshen, where the buildings are set back several feet from the school house and approach walled and roofed passage-ways, t was about $180. A member Board, Mr. D. C. Windle, writing results, says, "It has been entirel factory; we have not heard a sin jection, but much to commend it Board is so well pleased with the ment that we expect eventually them to all our school houses."

Mr. J. A. Wiley, of New Londo ship, where the repairs include rooms, and closets, all lined wit wood, estimates the cost at abou From considerable observation we clined to recommend a plain walle age way, twelve or fifteen feet in and no cloak-rooms unless for th This plan with three solid doors lated closets and all workmansh material of the best, can be attach school house for from $125 to $15

In East Whiteland, in a sing roomed school house, we have the & Wills heat and ventilation w closets on the same floor, entered a mentioned. W. Harman Davis, tary of the Board, writes, "The a mate additional cost of Valley school on account of out-houses b doors, was about two hundred made up principally in increased of building, partitions, etc. The additional buildings placed outsi be taken into account in this calc These are in any case very destr and a matter of constant attenti repair; while the method adopted ley Creek is as permanent as the b excluding trespassers, directly un teacher's care, and, after being in term, we do not find a mark or within the doors. The fears ex by some that there would be a the atmosphere of the school-roo been groundless, the teacher assu that at no time has he been able tect the least hint of such infectio

No arrangement is self-reg Everything of this kind needs t sonal attention of the teacher. Y the access is from the school-room are put within the teacher's re keep things as they should be. the responsibility can be locate pairs of this kind are permanent. is little or no destructive inclinati when the buildings are proper tilated and cared for there is no t of sanitary conditions.

In boroughs and towns we have found no system superior to the Smead & Wills dry-air closet and a capable janitor in the basement, or at least liable to be there at any time.

When the buildings are in the yard there should be twice as many separate closets as there are rooms, and numbered keys for each hung in the school-room. Access for the different sexes should be entirely separate, and the janitor should inspect the buildings twice a day. Anything short of this is a crime against childhood; and the expense is as great as some systems of ventilation with dry-air closets included.

In rural schools where the buildings are separate from the school house, they should be kept locked and the keys hanging in the school-room for use. And in all cases eternal vigilance is the price of morality.

When the school men of Pennsylvania insist upon these matters, when patrons come to fully realize the necessity for care and expense here, when we are all convinced that the children of the State are more precious than a few dollars saved, then will these things be beyond reproach.

Superintendents and Secretaries of School Boards have no right to sign the annual reports declaring that all things have been done according to law in that district where the out-buildings are known to be in open contradiction to the spirit of the law. The new law on this subject, passed by the Legislature at its late session and signed by the Governor within the past few days, withholds the State appropriation from any district that does not report its school outhouses in such proper condition as the act of assembly describes and requires.*

Where two school rooms are to be included in one building the moral advantage of having both rooms on one floor needs no discussion among thinking school men.

The school building should always be so located upon the school grounds as to leave no part of the play limits outside the range of the school-house windows. We have always found an uncomfortable percentage of bad boys in districts where the play-grounds were back of the house and no windows overlooked the children.

*The new law here mentioned is found elsewhere, in the Official Department of the present number of *The School Journal.*

OF SCHOOL GROUNDS.

The school-room with its course of study is scarcely half of a boy's life educationally. The time out of school, the association with other pupils, the games and the quarrels, the liberty or repression, what factors were these in our early school life! And now when we have forgotten the lessons and many of the teachers, we still remember the open grove of spreading chestnuts, the long, winding, moss-fringed path, the long noons and recesses during the summer, the unfettered freedom to run and play, to gather flowers and nuts, to build playhouses, to talk and dream.

How well I recall the time when our old house and grounds were sold, and we were moved to a new house blistering in the glaring sun, with narrow, muddy grounds, with bounds and limits and nothing but a coal-house for boyish shade. How the games of the past faded away! The girls stood around or stayed in the house, the boys varied their ball game with playing horse, but soon tired of both. Jealous neighbors objected to boys climbing into their lots for the ball. There was not room to "drive horse." We soon learned to throw stones, to throw coal, to break windows, to fight, and to swear.

Few of us knew why it was so. Our beautiful grove was cut away. We saw it go up in smoke. No tears were shed, but we used to sit on the fence and talk of the old school and the good old days, when boys were boys and you could get up a game of something. Then suddenly some bullying boy, as if cursing fate, would knock a small boy from the fence into the mud, and then stones and and curses filled the air.

We have often fancied since, that this change of results following our modernized school environment had no causal relation thereto, outside of the imagination; but after visiting many schools many times, where environing conditions often represented both extremes, and after noticing again and again results similar to my boyhood's experience, I have asked myself, "Can these things be true?" Are boys susceptible to these conditions? Does the spirit of the meadow and woodland breathe virtue into a child?

Was Canon Farrar right when he wrote, "Two voices I heard at school continually for seven years, the voice of the mountains and the voice of the sea.

I believe that they kindled in me the love for nature, which I have felt with almost passionate strength from early years. I can say only that, even as a boy, I met with few troubles which were not lightened if not removed by a walk along the shore; and that no hours of my life have been happier than those spent on sands and cliffs. And certainly this love of nature has been to me a formative influence."

If these things are so, how many boys are robbed of that which makes for manhood!

As our school houses grow more comfortable and hygienic, we have cut down the size of the school grounds. The stingy little brick-paved yards in some of our towns, or the more exasperating grass-clipped frontage, which forbids children from walking on the sward; the muddy, cramped back-yards—all these things combine to drive the boys into the street. Indeed, in many schools we endure the children only during school hours.

We painfully realize that our utilitarian, practical age sees no reason why each ward school should be in the midst of a park or open square, or why our borough schools should be surrounded with groves of trees and furnished with ample playgrounds. In the words of a modern school director, "It is not within the province of the School Board to furnish playgrounds. If we furnish house and books, the little rascals will find a place to play." We are well aware of this. But children are not fed on books alone.

Books and teaching will never atone for robbing a child of his capacity to play. Take out of a boy's heart a zeal for innocent play, limit his school life to books and study, subject his street life to police regulations, suppress his noise at home, and you drive him to vacant lots, to truancy, and too often to criminality. Bricks and mortar, charts and books, superintendents and pedagogy, will never compensate for room, air, sunshine, trees, grass, flowers and running water, with space to see the heavens.

Perhaps it would be just as well to pause awhile from our arduous struggle with apperception, or even allow a few children's heads to go unmeasured, while we centre our efforts upon removing those environing conditions which mock at our speculations and laboratory efforts to improve the race. Perhaps our precious principles of education would not suffer for a brief period while we unite to enlarge and perfect those surroundings of early life whose formative power cannot be denied. Perhaps our efforts might be recruited by those clergymen, church organizations and philanthropic societies who have learned how hard it is to make dead wood grow. Perhaps our dream is not all spun from idle fancy, and the day may yet come when six or ten acres will not be unusual where three or four rooms constitute a school, that spreading trees and stretch of grass lands will not be considered as money wasted if it contribute to the pleasures and liberties of the children.

At least a beginning can be made in this grand old Commonwealth by fencing the grounds already owned, by collecting samples of the rock formation of the locality and piling them into one huge rockery, from which all the varieties of ferns in the vicinity can be trained annually to unroll their graceful fronds. Vines and shrubs will soon follow the guidance of young fingers. And from small beginnings the school lot can be transformed into the most beautiful park and pleasure grounds of village or town.

In the country let an ample portion be set aside for future development, where art and nature may go hand in hand in perfecting those types of beauty which will allure the weary and touch the struggling imagination of youth, where children can learn of nature, not only her hidden beauty but become familiar with her flowers, her insects, her secrets in the rocks. In towns and cities why should not the park and boulevard systems be united with the free schools? Are we too poor to care for our children?

When progressive rural communities realize the advantages resulting from concentration, when five or six so-called district schools shall be united into one graded school, culminating in a township high school, and a hack shall be run to gather in the children, then can this Utopian scheme be realized for the money now expended. The janitor of the building can run the hack and assist the larger boys in caring for the grounds. If, incidentally, he taught the art of grafting and budding, and familiarized those interested with the insects injurious to fruit culture, his wages would not be altogether thrown away.

Any six rural districts by thus uniting

can for the money now expended offer a two years' course of study beyond that now pursued, can surround their pupils with several acres of beautiful playgrounds and forest shade, can secure better teaching and avoid the waste and loss incident to those dead and lifeless little schools.

When we first started the hack two years ago in Tredyffrin township, Chester county, as a wet-day institution, it was soon found that the attendance and punctuality on rainy days surpassed all other days. So well pleased were the directors with the plan that, during the coming year, two districts are to be consolidated into one. A hack will bring in the children from the adjacent district, and a graded system of schools in the country will be started.

If these things prove successful, do they not solve the difficulties in the way of enlarged school grounds? It is not so much a matter of increased expense as of clearer views of the purposes of education. It only requires concentration and effort to accomplish what many to-day would smile at as visionary.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, AUGUST, 1895.

The best of men that ever wore earth about him was a sufferer, a soft, meek, patient, humble, tranquil spirit; the first true gentleman that ever breathed.—*Decker.*

Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'.—*Scotch Farmer.*

E. C. SCHAEFFER. - - - - J. P. McCASKEY.

THE legislation of the late session has, on the whole, been very favorable to the schools. The annual State appropriation has been continued at five and one half millions. Some bills proposed, more or less mischievous in character, and others of little account good or bad, fell by the way. Of bills enacted into law nearly everything is in the line of progress. The Compulsory Education bill is a tentative measure, the results of which, we trust, will be largely to increase our school attendance. The Religious Garb bill is one of questionable propriety, and the courts will probably be called upon for a decision as to whether or not it is in accord with the Constitution of the State.

In our issue for June there was given, in the official department, the text of the Compulsory School law which, under the recent decision of the Attorney-General, will not go into effect until next year, and of the new law for the appointment of Examiners for the State Normal Schools. In the present issue will be found the full text of the laws providing for the classification of high schools in Pennsylvania, the incorporation of institutions of learning and the power of conferring degrees, free public libraries in school districts, decency in and about school outhouses, the support of kindergarten schools, the Religious Garb bill, a change in the method of selecting the Committee on Permanent Certificates in counties and cities, the instruction of district pupils at State Normal schools, the publication of an increased number of copies of the School Laws and Decisions, and the employment of a stenographer and typewriter in the Department of Public Instruction. A law was also passed permitting school districts having fifty or more teachers under a Superintendent, to hold separate institutes should it seem desirable to do so.

THE change which the new law makes in the method of selecting the Committee on Permanent Certificates of counties and cities is radical, and will save much time at Institutes, where often a day or more is lost by many teachers in canvassing for the election of persons whom they desire to have upon this committee. Good will result in other ways also from the new law, found in official department.

THE new law in relation to decency in and about school outhouses fitly supplements the act of 1893, and withholds the State appropriation from the school district that neglects or refuses to keep these essential buildings in good repair and proper sanitary condition. This is eminently right. Why teach morality and decency in words in the school-room, and outside present an object lesson of indecency and immorality? The law of two

years ago did much in the way of improvement, but there were many districts that gave it no attention. Hence the necessity for additional legislation. The appropriation withheld or forfeited for such cause is a penalty that, it is thought, no School Board will care to have imposed for neglect of duty. To Hon. John H. Landis, of Lancaster county, belongs the honor of having introduced both these bills, that of 1893 and 1895, into the Legislature. It is the very best kind of legislation. In this connection also we call the attention of school authorities to the suggestive paper of Supt. Jos. S. Walton upon the same general subject. Let this whole matter be put upon a better basis. The outhouse and its surroundings should be as clean as the school house. The new law is found elsewhere in this issue of *The Journal.*

IN ordering renewal of subscription for the members of his Board, Mr. Jno. C. Wagner, secretary of the Shippensburg school district, subscribes for the principal of the schools and says, "We have added a teacher of drawing and music to our corps as an experiment, with a view of making it permanent."

IF it were not for sleep the world could not go on. To feel the mystery of day and night, to gaze into the far-receding spaces of their marvel, is more than to know all the combinations of chemistry. A little wonder is worth tons of knowledge.—*George Macdonald.*

THE post-office address of County Supt. R. M. McNeal is changed from Steelton to No. 802 North Sixth st., Harrisburg, he having removed to that city.

THE summer school at Joanna Heights had an excellent programme and did much good work. We wish we could give it the extended notice which its importance deserves. These summer schools, in many different parts of the county, are of great benefit to teachers and others interested in special lines of study, and this in many ways. We find relief in change. The new things in which the mind is interested, or the new faces and forms which old things assume, make effort a renewed delight. The vacation time of activity amid new surroundings may be of much greater profit than if spent idly and without other aim than mere resting. The summer student thinks new thoughts and gathers fresh ideas, gets different food and air and company from what he has had, and should be able to do better work and live a larger life than before.

MEETING AT DENVER.

THE meeting of the National Educational Association at Denver, Colorado, was one of the largest and most enthusiastic ever held in the history of the Association. Frequent rains, which are said to be exceptional in Denver at this season of the year, induced most of the teachers to postpone their contemplated excursions to the Rocky Mountains until the close of the sessions, and cause an unprecedented attendance, not only at the general sessions but also at the department meetings. To those accustomed to the humid atmosphere of the Atlantic Slope, the dry air of Colorado is at first a source of great discomfort, and the dry, parched feeling in nose, throat, and lips of which the unacclimated complain, was greatly alleviated, and in most cases altogether prevented, by the daily rains during the sessions.

The hospitality of the Denver people is proverbial. The teachers brought more trunks did than the conclave of Knights Templar; improved methods of handling baggage prevented the recurrence of the famous trunk blockade of several years ago. Many of the teachers from the East will spend several weeks in the Rocky Mountains. The Summer School at Colorado Springs, will probably have an attendance of over 1000 teachers.

Of the reports which were read before the National Council the two which attracted most attention were those on "Rural Schools" by Chairman Sabin, State Superintendent of Iowa, and on "the Laws of Mental Congruence and Energy applied to some Pedagogical Problems" by Prof. Hinsdale, of Michigan University. Supt. Sabin's report stirred up such an interest in the ungraded school problem that a committee of nine was appointed to carry on the investigation, and the directors of the National Educational Association were induced to set aside $2500 for the purpose of meeting the committee's expenses and of enabling them to publish their report.

Mr. Hailman, of the Indian Bureau at Washington, made a soul-stirring speech

upon the Indian question. He maintained that the next step in the education of the Indian is to place him among civilized people after he quits school instead of sending him back to the reservations to spend his days amid savage surroundings. "Take a youth from the slums of a city," said he, "educate him at Harvard, and then force him to spend his remaining days in the society from which he came; and you have a picture of the fate of the Indian girl who is educated in the thought and sentiments of modern civilization, and then forced to live as the slave or younger wife of some savage chief on the reservations."

The forenoon of Friday was devoted to a discussion of the instruction and improvement of teachers now at work in the schools. The merits of the teachers' institutes, teachers' classes and teachers' reading circles were presented in separate papers. Supt. Jones advocated reading circles for the pupils and showed how four hundred thousand pupils in Indiana have been led to read the books prescribed, making it absolutely necessary for the teachers to familiarize themselves with the books their pupils are discussing.

The President for next year is N. C. Dougherty, a native of Chester county, Pennsylvania, and now Superintendent of Peoria, Illinois. He ascribes to ex-Supt. W. W. Woodruff the glory of having given him the stimulus to achieve something, during one of the visits which the latter made in Elk township when Mr. D. was a pupil in the school. The many men who have been induced to push to the front through the influence exerted by the County Superintendent, furnish abundant proof of the services of this official in the public school system of Pennsylvania. We may add, in passing, that Mr. Woodruff, who is a graduate of Oberlin College, after a generation and more of good work as teacher and Superintendent in Chester and Bucks counties, is now spending the evening of his days in one of the editorial chairs of that excellent newspaper, *The Village Record*, of West Chester.

While the teachers were gathered at Denver, the Epworth League held a great convention in the South, and the Christian Endeavor Societies also held their unparalleled meetings in Boston. The simultaneous gathering of these great conventions is significant of the wants of this age. The wise Ruler of nations is raising up helpers to supply the religious training which it is impossible for the public schools to give to the rising generation in a land where Church and State are separate. It would be the height of folly to ignore the other forces which, in addition to our systems of public instruction, are necessary to develop and perpetuate our nation. The conflicting claims of the Home, the State, and the Church, find their reconciliation in the *personality of the completely educated man.*

DR. BURROWES MEMORIAL.

REPORT OF MEMORIAL COMMITTEE.

THE Mount Gretna meeting of the State Teachers' Association ordered the generous appropriation of two hundred and fifty dollars from its treasury towards the fund to be raised for the Dr. Burrowes Memorial. The committee of five members appointed to have charge of this grateful duty very properly represent the leading factors, or agencies, in our State system of schools, with which he was long familiar and in the organization or creation of which he bore a most helpful part. State Supt. N. C. Schaeffer represents the Department of Public Instruction; Co. Supt. M. J. Brecht, the County Superintendency, and the county also in which Dr. Burrowes was born and lived while doing his enduring work for the State; Dr. George M. Philips, the State Normal Schools, organized under the law written by Dr. Burrowes; City Supt. Geo. J. Luckey, of Pittsburgh, the city in whose Teachers' Institute this memorial was originally proposed by Prof. Andrew Burtt nearly twenty-five years ago, the school authorities of the neighboring city of Allegheny also cordially endorsing the suggestion; and J. P. McCaskey, who is chairman of the committee, represents *The Pennsylvania School Journal*, which was founded and edited by Dr. Burrowes for a period of eighteen years, almost wholly as a labor of love—for its publication resulted in financial loss rather than profit, and almost the only return he had for time, labor, and thought bestowed upon it was the reflection that he was fighting the fight of human progress, in the forefront of the battle, where the watchword and the joy of high souls is not self-interest but self-sacrifice.

A conference of the Superintendents of

counties, cities, boroughs and townships, and of the principals and other representatives of the State Normal Schools, was called, upon adjournment of the afternoon session on Wednesday, July 3d, to which the report of the character and plan of memorial agreed upon by the committee was submitted for consideration, and such modification as might seem desirable. Much interest was manifested by these school officers, who, after discussion of the matter, pledged themselves by a rising vote to hearty support of the work. The report of the committee thus endorsed was presented at the morning session, July 4th—of all days in the American calendar best for patriotic deed and patriotic memory—and was unanimously approved by the Association. Deputy Supt. Houck, who knew Dr. Burrowes as an old and honored friend, and feels a deep personal interest in this measure, remarked upon the approval of the report: "It is the most important thing of the session—worth all the rest—and will last when all the rest has been forgotten." We do not know as to that, but it is work eminently worth the doing, and the Memorial Committee confidently reckon upon generous support for it from the State at large. The report is as follows:

To the President and Members of the Pennsylvania State Teachers' Association:

Your committee would respectfully report the following as appropriate items of the proposed Memorial in honor of Dr. Thomas H. Burrowes, should sufficient funds be raised to include them all as here named:

1. *Mural Tablet.* This has already been erected in St. James' Church, Lancaster.

2. *Tomb of Granite.* To be erected in St. James' churchyard, where his mortal remains lie buried.

3. *Oriel Window.* To be placed in St. James' Church, of which he was a member and vestryman.

4. *Portrait of Dr. Burrowes.* Life-size head, suitably framed, to be placed in the Department of Public Instruction, the State Normal Schools, and offices of School Superintendents; and copies of the same to be distributed to teachers and schools throughout the State in proportion to contributions received from their respective localities.

5. *Memorial Volume.* Containing sketch of his life and work, selections from his writings, addresses and reports, and such other matter as may seem appropriate in a book designed for distribution throughout the State to perpetuate the memory of one of her greatest benefactors.

As to the funds in hand and such as are yet to be provided:

The expenses incurred in putting the Mural Tablet in place, which have been paid by J. P. McCaskey, ($175), with a further contribution ($75) from the same	$250.00
Cash, 1891, from Supt. Cyrus Boger, Lebanon	12.52
Cash, 1891, from Supt. J. W. Snoke, Lebanon county	10.24
Cash, 1891, from Wm. A. Montgomery, Esq., Chicago	20.00
Interest on above three items, Lancaster Trust Company	4.73
Cash, 1895, N. Ellmaker, Esq., Lancaster	50.00

The above sum of $97.49 is now on deposit at 4 per ct. with Lancaster Trust Company.

Several thousand dollars will be needed to do this Memorial work in a manner worthy of Dr. Thomas H. Burrowes and of the State of Pennsylvania. "Many hands make light work," and the money can readily be raised if those who are the intelligent and—may we not say?—grateful beneficiaries of Dr. Burrowes will aid this effort to do honor to his memory.

We must look especially to the Superintendents and the Teachers of the State, and to the teachers and students in the State Normal Schools, all of whom are daily reaping of what this great man sowed wisely and gladly for the generations of his own time and of the centuries to come.

The Superintendent of Lancaster county pledges a silver contribution of twenty-five cents from each of his teachers at the annual Institute in November next. Cannot the Superintendents of Counties, Cities and Boroughs generally throughout Pennsylvania do likewise?

The law under which the Normal Schools were organized and are now graduating their thousands of students was written by Dr. Burrowes. Is it too much to ask that a subscription be taken in each of these schools—to include every student enrolled—the contribution to the fund to be a silver coin, small or large, as a gift of trifling value in grateful memory of one to whom more is due than can ever be paid?

The Pennsylvania State Teachers' Association was organized at Harrisburg, December 28, 1852. Dr. Burrowes, who was a chief agent in its organization, was by common consent chosen to be its first President. No one at that time seems to have thought of any other man for this post of duty.

The financial condition of the Association is such that a generous appropriation can be made in honor of Dr. Burrowes, to whom Pennsylvania owes a greater debt of gratitude for work done in the development of her educational system than to any other man in the history of the Commonwealth.

Your Committee would therefore respectfully recommend that the sum of two hundred and fifty dollars be appropriated from the treasury of the Association in aid of the Dr. Burrowes Memorial Fund.

MOUNT GRETNA MEETING.

THE late meeting of the State Association at the summer home of the Pennsylvania Chautauqua "broke the record" in attendance, the roll of members footing up 634. As always, the greater number of these were from the vicinity, Lebanon county especially being in full force, having enrolled every teacher in the schools. The older and more permanent membership was also more largely represented than for several years past, and the meeting seemed to us to partake more of the spirit of years gone by—but this may be in part the result of looking on with aging eyes.

The "cool mountain air," which was long as tanding joke on our friend Superintendent Keith, whose promise in that line for Altoona resulted in a melting time, was furnished in its purity at Mount Gretna, if we may judge from what we heard of the experiences of Monday night; but everybody was cheerful, the entertainers doing their best to provide for their guests, and the entertained making due allowance for the difficulties incident to the situation.

The opening address by General Gobin was an old-fashioned welcome; that of Dr. Stewart set forth the claims of Pennsylvania Chautauqua in a way that showed its President to have zeal for his work, and faith in the future of his woodland university. Profs. Farquhar and Noetling made fitting responses.

Miss Amanda Stout's paper on Physical Culture brought out a discussion on the military feature of instruction, which gave evidence of the same wide divergence of views that prevailed among the Superintendents at Harrisburg last winter upon the same subject.

At the afternoon session, President Jeffers more than justified the preference of the Association, in an inaugural address altogether out of usual lines, and full of suggestion. His views on the development of self-reliance, the love of study, refinement of character, were presented in a manner peculiarly his own. He struck the keynote, clear and strong, of a higher training in intellect and morals. Let every teacher and school-officer look for this address in our September number which, as usual, will contain the proceedings of the convention. It rings like a call to battle, is inspiring, and should be full of encouragement. The whole theory of the best work is here. Oh, for such teachers!

The Co-ordination of Courses of Study was considered by Prof. Heikes for public schools, Dr. Hancher for Normal Schools, and Dr. Durell for colleges; the consensus of view indicating that all parties are coming together at least so far as to accept the necessity of a better adjustment one to the other, which is essential progress.

Dr. Bitner, of Millersville, put the value of Nature Study in school very strongly, claiming the highest disciplinary value for that line of work, as well as the acquisition of practical knowledge.

The work of erecting a suitable memorial in formal recognition of the services of Dr. Burrowes to education in Pennsylvania was taken up on the first day and referred to a working committee, in whose hands the matter took definite shape within a few hours, with promise of result creditable to the Association and to the State he served so well.

For the early evening exercises the body was divided into two sections, Primary Work being considered in the Auditorium in two papers—one by Supt. Harman, of Hazleton, on "Limitations of Kindergarten Work," which limitations he said he had not yet discovered; the other on the Ideal Primary Course, by Supt. Addison Jones, of West Chester. The five-minute discussions were spirited. In the Pavilion Prof. Dean, of Mt. Carmel, gave a good description of the Ideal High School Teacher, and Supt. Miller, of Mahanoy, read a paper in answer to the question, Are our Public Schools Meeting the Demands of the Hour? The limits of time before the evening session proper prevented discussion. The Primary section was presided over by Miss Lelia E. Patridge, of Philadelphia; the Secondary by Prof. J. L. Snyder, of Allegheny City.

The lecture on Savanarola, by Dr. Crawford, presented the man and the era in a manner not soon to be forgotten. It gave a new idea of the Italian Reformer, even to those who have looked at Florentine history of that period in the light of "Romola," and was a revelation to many who had never read or heard of this most interesting chapter in the history of Florence, and one of the most wonderful chapters in the history of man.

Wednesday morning opened with a paper on "School Grading," by Prof.

Shearer, of New Castle, which, with the views of Supts. Canon, of Sharon, and Buehrle, of Lancaster, furnished basis for a lively discussion; but the limits of time again cut it off. Here may be a hint for future use: Might there not be a less number of subjects, and more time for their consideration in debate?

Supt. Walton, of Chester county, got in another good stroke on the "Moral Effect of School Environment," with a practical illustration of what may and should be done by School Directors to abate a crying evil. This suggestive and important paper appears in the present issue of *The Journal.*

The Chautauqua Faculty were severally introduced, and a number of them briefly addressed the Association. The young Chancellor and his staff have laid out for themselves a large work, which they mean to do to the best of their ability.

Through the courtesy of the Cornwall and Lebanon Railroad Company the teachers enjoyed a free excursion to the celebrated Cornwall ore-banks, where the operations of mining were viewed by 600 or more excursionists. The start was made promptly at 2 p. m. The run to Cornwall was made without incident, and soon the train was brought to a standstill on a side track at the ore-banks. Those who did not care to go to the top spent their time below watching the miners at work and collecting fine specimens of the various minerals which are found there in great abundance. The excursionists arrived at Mt. Gretna at 3:15, well pleased with their trip.

The choice of the next place of meeting being the order of business on returning from the excursion, after some discussion of the claims of Bloomsburg, Butler and Gettysburg, the first-named was agreed upon. The officers for next year were also named, there being no contest, except for the Executive and Legislative committees. Supt. Smith, of Delaware county, will preside, an honor he has well earned by repeated service as an active member of Executive Committee; Supt. Slotter, of Bucks, and Miss Katie Macniff, of Harrisbnrg, are vice presidents; Secretary McCaskey and Treasurer Keck are re-elected. Executive Committee, Messrs. Welsh, Weiss, Barton, Mackey and Miss Patridge; Legislative Committee, Messrs. Brumbaugh, Stewart, Coughlin, Keith and Farrar.

Dr. Lightner Witmer, of the University of Pennsylvania, made an address o "Child Study," in which he gave suc results of experimental work as attracte much attention.

Dr. Schaeffer gave the principal part c his time on the High School question t the necessity and practicability of th Township High School, which seeme one of the coming advances that shoul have received recognition in the distribt tion of State funds.

At the close of this session the D Burrowes Memorial Committee held special conference with superintenden and others, and recommended an appr priation of $250, which was approve and afterwards ordered by the Associa tion.

At the Round Table in the Auditoriun Supt. Brecht, of Lancaster county, rea a paper on "Testing Teachers' Work, which he described in a manner to mak it truly a fine art, and Supt. Smith, Delaware, considered the attitude Superintendents toward the Profession Certificate. In the Music Hall Sup Morrow, of Allegheny City, read a stron paper on the "Scholarship of Norm Graduates," followed by Prof. Murph of Slippery Rock, on "Professional Trai ing in Normal Schools."

The concert by the Swedish Quartet in the evening was very enjoyable. T contralto voice in "Rock-a-by" will sou in our ears for many a day.

With the "Fourth" came large ad tions to the already fine audiences. A Lebanon seemed to be in the Park, a hundreds came over to Chautauqua. T postponed work from Wednesday crowd the programme, but Dr. Hull ran h schedule through on express time. H management of the Executive Committ business was the subject of general r mark. He is an ideal man for the pla and for the work that was to be done.

Col. Passmore reported from the Wic ersham Memorial Committee that th had secured a choice alcove in the ne State Library, to which the pedagogic works now in the Library would be tran ferred, and the money raised would be e pended in suitable additions. At h suggestion the committee was continu to complete its work.

Supt. Babcock, of Oil City, outlin the Ideal Course for High Schools clear and philosophical manner. Pr Flickinger, of West Chester, consider Education for Citizenship.

Hon. John R. Farr, of Scranton, presented the facts and figures that had led him to make the fight for Compulsory Education which had resulted in the present law. He bespoke for it the help of all who believe education to be the common right of every child. Where the law is good, help to execute it; where it is defective, help to make it better. If all work together, we shall get the desired results.

Deputy Supt. Stewart reported from Legislative Committee the bills relating to schools that have become law at this session of the Legislature, and said the duty of such a committee was in a measure preventive, since everybody now is prepared with some scheme for school legislation—many crude, some dangerous —but those which have survived are not of that class.

Dr. Schaeffer presented in printed form the report of the committee on Secondary Education, which appears in full as the first paper in this number of *The Journal.*

After hearing the reports of the committees on resolutions, auditing, elections, etc., the President in a very happy speech closed the session of the Mount Gretna meeting, the first but we trust not the last to be held "in the woods."

CHRISTIAN ENDEAVORERS.

IT may be that Boston is not the foremost American city. But if any one, even a Bostonian, urges for it this high distinction, we will not dispute the claim. Let him see this great city in holiday dress of flags and bunting—churches, homes, public halls, entire blocks of business streets gay with the national colors worked into every form that taste or ingenuity can suggest, with mottoes of many kinds conspicuously displayed, and the monogram of the organization everywhere—to welcome the Christian Endeavorers who came nearly sixty thousand strong; let him see this great host day after day with kindly good-nature, a look of intelligence in their honest faces, and a ready interest in all better things, throng the vast Mechanics' Hall and its immense annex, and the two mammoth tents upon the Boston Common—each of them, as well as the hall itself, capable of accommodating ten thousand or more people; let him see them crowd the sidewalks and the street cars, the art gallery, the churches, the palatial Free Library; let him see Boston a great committee of reception, and this multitude of visitors comfortably at home in her midst and glad to be there—and he will come away impressed with the extent and informing spirit of the place as never before. It is the great soul makes the great man, and the same is true of the spirit which animates a city.

The strictly religious side of the convention did not appear obtrusively before the public. They were not zealots intent on proselyting to their cause, but plain, comfortable, every-day American citizens, younger and older, who crowded the streets, filled the hotels, visited the institutions, and enjoyed the hospitality of the city, feeling themselves at home in the heart of New England, among people like themselves to give them friendly welcome. And New England is the ancestral home of very many of these visitors. The gates of King's Chapel and Old Granary burying grounds, which we have never before seen unlocked, were thrown open, not to aliens who crowded these sacred spots—the quick and the dead together—in the very heart of the city, but to men and women many of whom read their family names on the crumbling stones.

This vast gathering shows most clearly, in these days when so many are willing to drive the Bible and all thought of God out of the schools, that the young people are not all alienated from the Christian church. Indeed, despite the antagonism of many to all that savors of religious training in the schools, we can well believe what is told us by those who should be in a position to know the facts, that never before have so many young people been identified with the Church in positive, aggressive work for the spiritual good of mankind. This service they render cheerfully; and as a blessed result millions of young men and women are growing more and more into the religious habit of thought and life,—good, glad, helpful, hopeful, unselfish and self-sacrificing in the spirit of the Master.

A feature of these meetings by which no one could fail to be impressed was the volume and power of the singing. Nearly everybody sings and knows the hymns. And they sang in time and tune, with an unction and heartiness seldom heard in a service of song. To hear them, especially in the Mechanics' Hall where a

grand organ led and supported the mighty chorus in their favorite hymns, "Onward, Christian Soldiers," the "National Hymn," "Nearer, my God, to Thee," the "Sunshine" song, and others equally familiar and impressive, was an experience never to be forgotten.

The total number of delegates in attendance was 56,585, probably the largest assemblage of people in a representative capacity ever known on earth. This was a gathering of delegates only—what then must be the societies! Over 3,000 of these delegates were from Pennsylvania, in which State also we have the greatest number of societies, with the greatest membership. Every state and territory in the Union, with Canada and other foreign countries, was represented. The organization was begun some years ago, in Portland, Maine, by Rev. Francis E. Clark, who has been at its head ever since and has gone round the globe in its interest. The annual report of Secretary John Willis Baer shows that there are now 41,229 societies including 2,473,740 members. They are found in every country in the world but five, among which are Iceland, Italy and Persia.

The same report showed the Presbyterians to have 5283 young people's societies, and 2,269 junior societies; the Congregationalists, 3,990 young people's and 1,908 junior societies; the Disciples of Christ and Christians have 2,687 young people's and 862 junior societies; the Baptists have 2,686 young people's and 801 junior societies; the Methodist Episcopal, 931 young people's and 391 junior societies; the Methodist Protestants, 853 young people's and 247 junior societies; Lutherans, 798 young people's and 245 junior societies; Cumberland Presbyterians, 699 young people's and 231 junior societies, and so on through a long list.

Sunday services were held in more than 200 churches which were conducted by the visitors. Addresses were made by the men most eminent in Christian work in all the land. Almost every known Protestant denomination was represented among the delegates, the Friends and the Mennonites included. At times during the week meetings were held in shipyards, factories and business houses, and on the wharves.

It has been decided to meet next year in Washington, D. C., in San Francisco in '97, and London is talked of as the rallying-point for the year 1900.

After the adjournment of the Convention thousands of the delegates made excursions to points of historic interest in and about Boston. On Tuesday 10,000 went down from Boston to Plymouth. At the Rock they all gathered and sang "America." Later they visited the National monument there, and other historic spots, at each of which there were brief historical speeches by the local clergymen, and singing by the Endeavorers. The Salem excursion numbered 5,000. Sixty guides escorted them about the "witch city," showing them the points of historic and literary interest, the greatest interest being in the landmarks of witchcraft, the Custom House, around which cluster memories of "Scarlet Letter," and the Grimshawe House, where Hawthorne wooed and won his bride.

On Friday evening we took steamer for Portland, a hundred miles distant by sea, returning by the Saturday night boat. Early Sunday morning we happened upon Boston Common, which, after the rain of Saturday and the careful attention it had received during the night, every trace of paper or other waste being removed, looked as fresh and attractive as the rich green in spring time. It is one of the most pleasant pictures we recall of a delightful excursion.

God speed the Christian Endeavorer, whether in the Society or without its pale! He is doing as good educational work as is done anywhere in the wide world.

DEPARTMENT OF AGRICULTURE.

THE subject of most importance at the last meeting of the Lancaster County Agricultural Society was the new State Agricultural Department of Pennsylvania. The law under which it is organized was passed at the late session of the Legislature. It is designed to take the place of the former State Board of Agriculture, and for the information of the Society, Hon. John H. Landis, Senator from Lancaster county, discussed the new department in a formal address. The matter is one of general interest. Many readers of *The Journal* are farmers, or in close touch with the large and substantial farming community of the State, and we give herewith a full abstract of his remarks:

The bill "to establish a Department of

Agriculture" did not create a new department; it merely consolidated the various branches of the old State Board of Agriculture under one responsible head, thereby guaranteeing a more thorough organization and a more efficient management. Each officer who has charge of a certain field will be directly accountable—will be required to report in detail his movements and labors to the Secretary of Agriculture, and everybody will be made acquainted with what is being done.

Secretary Edge will have among his assistants some of the most progressive and wide-awake men in the State. By this change will be created a stimulus for a higher intelligence among all classes in the rural districts, and a feeling of friendship instilled into the tillers of the soil toward every other industry or interest, and at the same time a public sentiment cultivated which will demand that the interest of the farm be guarded and cared for. The men in this department, with these enlarged duties and increased responsibilities, can do more work and give more efficient service with the same amount of money than before.

Here is a statement showing the expense of the Department of Agriculture so far as it can be shown, and also a statement of that Department as now constituted:

OLD STATE BOARD SYSTEM.

State Board of Agriculture	$16,500 00
State Forestry Commission	10,000 00
Dairy and Food Commission salary	2,000 00
State Dairyman's Association	350 00
State Agricultural Society	250 00
State Horticultural Association	130 00
Total	$29,230 00

PRESENT DEPARTMENT.

Secretary of Agriculture salary	$ 3,500 00
Deputy Secretary of Agriculture salary	3,000 00
Chief Clerk	1,600 00
Assistant clerks	3,000 00
Economic Zoologist and clerk	4,000 00
Forestry Commissioner and clerk	4,000 00
Dairy and Food Commissioner and clerk	4,000 00
State Veterinary Surgeon	2,500 00
Stenographer	800 00
Messenger	600 00
Farmer's Institutes	10,000 00
Stationery, postage and other incidentals	2,000 00
Total	$39,000 00

Under the act of 1895 a Deputy Secretary of Agriculture will be named, who will have charge of the farmers' institute work, and such additional duties as may be assigned him by the Secretary.

The Economic Zoölogist will have charge of the ornithological interests of the State. He is expected to conduct investigations into blights, fungi diseases, and all diseases incident to plant life generally, and recommend remedies; also to injuries done by insects or destructive birds or mammals. A wide-awake Economic Zoologist, such as is the man who will have charge of this work, will benefit the farming interests of the State to the extent of many thousands of dollars. Some of you will recall the ravages of the pine-tree beetle in West Virginia, where in a comparatively short time it destroyed over a million dollars worth of fine timber. It had already invaded Somerset, Green, and other counties in our own State, and begun its work of destruction. West Virginia employed a skilled economic zoölogist to study this insect and devise means for its destruction. These efforts were successful, the ravages checked, and its entire destruction now seems assured.

On the item of scalp premiums, thousands of dollars could have been saved the State had we a wide-awake Economic Zoölogist. The scalp act of 1885 was a sample of the kind of legislation that has been urged in recent years. This one measure alone has cost the State an immense amount of money, which was worse than wasted. It provided for the destruction of hawks, owls, foxes, weasels, etc., a majority of which, according to investigations, were far more beneficial than harmful. In less than a year over $150,000 were paid for the scalps of different birds and mammals. Of this sum about $80,000 was paid out for birds of prey. Post mortem dissection of several hundred hawks and owls under this act showed that 95 per cent. of their food consists of field mice and other rodents and divers forms of insect life which are detrimental to fruit growers. An expensive scalp law was enacted which was not only a wanton waste of public moneys, but which was instrumental in slaughtering thousands of the best friends of the farmers and fruit growers of Pennsylvania. One county paid over $3,000 for a mule's hide, a colt's skin and pieces of an old buffalo robe. A party of scalp hunters cut them up into pieces imitating scalps of some of the birds and mammals for which bounties were offered.

The Forestry Commissioner will be responsible for the work of his department. He will have the aid of a clerk, and the two together will receive $4,000, with no separate contingent fund. Before there were two Forestry Commissioners, who got $10,000 and spent the entire amount as they pleased. The forestry interests of this State are so far-reaching and are enlisting so much deep concern on the part of many of our most progressive and patriotic citizens that few will be found to-day who will not concede that this is a most important adjunct of the Agricultural Department.

The change in the law relating to the Dairy and Food Commissioner is surely a change for the better. If this official will be faithful in the performance of his duties his services will be invaluable to the dairy interests of our State. The fines collected by him for violations of the "oleo-margarine law" will now be returned into the State treasury, and an itemized statement of them, together with a report of the work done, rendered to the Secretary of Agriculture.

The State Veterinarian, who must be a graduate of some reputable veterinary college, will hold himself in readiness to respond at any moment to the call of the head of the Department of Agriculture to aid in the enforcement of any and all laws relating to diseases of domestic animals.

Whoever will examine into the matter will find that the increased expenses are caused by increased duties, and that at least $15,000 out of the $39,000 is for duties not now performed by any one; and for the work heretofore performed there is practically no increase whatever. The fact is, there is not a department of the State government that is so economically conducted and by which so many of our citizens are benefited to the same extent for the money expended as the Department of Agriculture in Pennsylvania.

In Pennsylvania to-day we have over 230,000 farmers and over 170,000 farm laborers, some of whom are the sons of farmers, aggregating over 400,000 Pennsylvanians who are tillers of the soil, who are among the most frugal, industrious, law-abiding and patriotic citizens of our State; who contribute their share in carrying on both State and local governments; and yet out of the millions that are annually appropriated, when it is proposed to set aside $39,000 for the Agricultural Department, there are those who are ready to find fault.

Pennsylvania has a grand record for liberality toward the cause of benevolence, charity and education, and she has ever been willing to extend encouragement to her agricultural interests. There is, however, no State in the Union that appropriates less for agricultural purposes, when you consider its agricultural population and its industrial wealth.

No State has a Department of Agriculture that does more work, and more practical work, with the same amount of money than that of our own State. This department in the hands of competent and faithful men will accomplish much to promote the general welfare of our agricultural interests.

CONSTITUTION AND BY-LAWS.

IN order that the members of the State Teachers' Association may have the Constitution and By-Laws as now in force including all the amendments made in recent years, the full text of the same is here given.

PREAMBLE.—To elevate the profession of teaching, and to promote the cause of education in Pennsylvania, we have organized an Association, and hereby adopt the following Constitution and By-Laws.

CONSTITUTION.

ARTICLE I.—*Name.* This organization shall be known as the "Pennsylvania State Teachers' Association."

ARTICLE II. — *Membership.* Teachers, school officers, and other friends of education may become members of this Association, on payment of one dollar, and may continue their membership by paying an annual fee of one dollar; and on the payment of ten dollars at one time, they shall become life members.

ARTICLE III. — *Meetings.* One stated meeting shall be held annually, beginning on such day as the Association or its Executive Committee may determine. Special meetings may be held at the option of the Association, or upon the call of the Executive Committee.

ARTICLE IV. — *Officers.* — *Sec. 1.* The officers of this Association shall be a President, two Vice-Presidents (one lady and one gentleman), a Secretary and a Treasurer.

Sec. 2. The President and Vice-Presidents shall perform the duties usually devolving upon such officers. The President shall be ex-officio a member of the Executive Committee. He shall sign all orders on the Treasurer.

Sec. 3. The Secretary shall keep the minutes of all meetings of the Association, and read them when called for by the Association. He shall countersign all orders on the Treasurer. He shall have authority to employ a reporter to prepare the proceedings for publication in *The Pennsylvania School Journal.*

Sec. 4. The Treasurer shall receive and keep all funds belonging to the Association; pay out the same only on orders signed by the President and Secretary, and endorsed by the Chairman of the Executive Committee, and report the condition of the finances at each annual meeting of the Association.

ARTICLE V.—*Standing Committees.—Sec. 1.* The Standing Committees of this Association shall be an Executive Committee consisting of five members, exclusive of the President; an Enrolling Committee consisting of five members; and a Legislative Committee, consisting of five members, with the addition of the State Superintendent of Public Instruction as an advisory member.

Sec. 2. The Executive Committee shall manage the general business of the Association, and have sole charge of the same between sessions; call regular and special meetings of the Association; secure railroad facilities for the Association, furnish information of the same to persons willing to attend the meetings, and issue certificates of membership upon application accompanied by the membership fees; prepare programme of proceedings for the annual meeting, and have the same printed; keep a record of all action of the Committee, and report the same at the annual session. It shall meet for organization as soon after election as practicable, and shall elect its own officers. The Chairman shall endorse all orders on the Treasurer, but no order shall be approved for any bill which is not presented within thirty days after the close of the session.

Sec. 3. The Enrolling Committee shall collect the annual dues and pay them to the Treasurer, and shall prepare lists of the members of each year, classified by counties, with their post-office addresses, and give the same to the Secretary for the use of the Association, and for publication in *The School Journal.*

Sec. 4. The Legislative Committee shall consider all measures referred to it by the Association, together with such measures as in the opinion of the Committee require legislative action, and report to the Association the result of its deliberations. It shall also endeavor to secure the enactment into law of such measures as are recommended by the Association for such purpose.

ARTICLE VI. — *Elections.* The Officers and Standing Committees of this Association shall be elected by ballot at each annual meeting, and shall enter upon their duties at the close of the meeting at which they are elected. The nominations shall be made at least one session before the time of election; all the names of persons nominated for the respective offices shall be placed upon a printed slip under their proper headings, and members voting will strike off all the names but one for President, all but one lady and one gentleman for Vice Presidents, all but one for each of the remaining offices, and all but five for each Standing Committee. Tickets containing more than the proper number of names for any office shall not be counted for said office. The Election Committee shall keep the polls open one entire session, and shall make a list of all members voting; and no vote shall be received unless the member offering the same shall present his or her card of membership.

ARTICLE VII.—*Amendment.* This Constitution and the following By-Laws may be altered or amended by a vote of two-thirds of the members present at any regular meeting; provided, that notice of such proposed alterations be given in writing on the first day of the meeting, and action on the same be taken on a subsequent day.

BY-LAWS.

1. An Auditing Committee, consisting of three persons, shall be appointed by the President on the first day of each annual meeting. It shall be the duty of this committee to audit the Treasurer's account, and report the condition of the Treasury to the Association during the meeting.

2. An Election Committee, consisting of five members, shall be appointed by the President. It shall be the duty of this committee to conduct the election for which it is appointed, in the manner prescribed in Article VI. of this Constitution.

3. The Executive Committee shall have power to appoint Local Committees, whose duty it shall be to make the necessary local arrangements for the meetings of the Association.

4. The Secretary shall be paid ten dollars annually for his services.

5. The President's inaugural address shall be delivered on the first day of the annual meeting.

6. Any person reading a paper or delivering an address, which is afterwards the subject of discussion before the Association, shall have the opportunity to close such discussion.

7. All papers and addresses read before the Association shall become the property of the Association, and shall be published with its proceedings; and no paper or address shall be read in the absence of its author without the consent of the Executive Committee.

8. No paper prepared for the day sessions of the Association shall exceed thirty minutes in length, and no speaker, except the person opening the discussion which follows the reading of said paper, shall occupy more than five minutes, unless by vote of the Association.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, August, 1895.

THE Legislature appropriated the sum of one hundred and thirty thousand dollars to the Normal Schools for the year beginning on the first Monday of June, 1895, and a like sum for the year beginning on the first Monday of June, 1896, making ten thousand dollars each year to each school.

In addition to this a special appropriation of twenty-five thousand dollars was made to the Slippery Rock School, for the purpose of rebuilding the boys' dormitory which was accidentally destroyed by fire.

For State aid to Normal School students an appropriation of one hundred and thirty thousand dollars was made for the current year, and the same amount for the year 1896, making $260,000 for the two years.

These Normal School appropriations have all been approved by the Governor. The schools are to be congratulated on this evidence of appreciation, and we have no doubt that by judicious management on the part of the officers in control of the same, as well as by their good work and influence, they will continue to prove themselves worthy of the liberality of the State, and of increasing public confidence.

COMPULSORY LAW DEFERRED.

AN important decision has been given by Attorney-General McCormick, affecting the operation of the Compulsory Education law. He advises the Department of Public In-Instruction that the registration of school children need not be made until next spring. The question was submitted to the Attorney-General as to whether County Commissioners are required to furnish the necessary blanks and books to the Assessors immediately, preparatory to making the enumeration and enrollment this year, and whether the duty of making the registration is mandatory upon the Assessors and Commissioners before the spring registration of voters in 1896. As the act was not approved until May 23d, and the spring assessment was completed in all the counties, the Attorney-General decided that the section must refer to the assessment in the spring of 1896, and has so instructed the School Department. The following is the text of the decision, in reply to letter of inquiry from Deputy Supt. Stewart:

HARRISBURG, July 16, 1895.

HON. JOHN Q. STEWART,
Deputy Supt. of Public Instruction:

Sir: Your communication of 18th inst., requesting my opinion as to the proper interpretation of Section 4 of the Act of May 16th, 1895, known as "The Compulsory Education Act," has been received. You therein propound the question: "Are the several boards of County Commissioners required by th cause an enumeration of children to immediately, or can they defer the duty upon them until the spring assessment c

I am of the opinion that the reg provided for in the Act of Assembly re should be made at the next succeedin registration after the passage of the Ac

Very truly yours,
HENRY C. MCCORM
Attorney-

RECENT LEGISLATION.

CLASSIFICATION OF HIGH SCHOOLS

An Act to regulate the establishment, classific maintenance of high schools the distribut propriations in aid of high schools and th ment of teachers in high schools receiving S

Section 1. Be it enacted, etc., Tha rectors or controllers of any school may establish a public high school, State Superintendent of Public Ins shall prescribe a uniform course of tion which shall be taught in th schools of each grade.

Sec. 2. The directors of two or mo ships or school districts shall have p establish joint high schools, and pense shall be paid as may be agre by the directors or controllers of s tricts, who shall meet jointly as ofter be necessary for the transaction of t pertaining to the joint high schoo their jurisdiction, and all proceedin lation thereto shall be spread at lar the minutes of the respective boards

Sec. 3. A high school maintaini years of study beyond the branches ing prescribed to be taught in the schools, and called the common b shall be known as a high school of grade; a high school maintainin years of study beyond the common b shall be known as a high school second grade; a high school mair two years of study beyond the branches shall be known as a high s the third grade. Provided, that the necessary for the prosecution of higl studies shall not be excluded from mate of the year's study beyond the branches.

Sec. 4. From the annual appropria aid of high schools a high school of grade shall each year receive a sum ceeding eight hundred dollars, a hig of the second grade a sum not excee hundred dollars, a high school of t grade a sum not exceeding four dollars. If the appropriation is ins to pay the above amounts to the seve schools, then the appropriation shal tributed to the schools of the re grades in such a manner that each

shall receive a sum proportional to the number of years of advanced study maintained in its course or courses of instruction. Provided, that any high school established at the fall opening of the school year beginning on the first Monday of June, 1895, shall be paid at the end of the year as a high school of the third grade.

Sec. 5. The directors or controllers of every district receiving aid in accordance with section four of this act shall employ for said high school at least one teacher legally certified to teach bookkeeping, civics, general history, algebra, geometry, trigonometry including plane surveying, rhetoric, English literature, Latin including Cæsar, Virgil and Cicero, and the elements of physics, chemistry including the chemistry of soils, botany, geology, and zoology including entomology, and no teacher shall be employed to teach any branch or branches of learning other than those enumerated in his or her certificate.

Sec. 6. The directors or controllers of every district establishing a high school, and receiving State aid in support of said high school, shall before the first day of September following the close of each school year make to the Superintendent of Public Instruction sworn statements giving full information concerning the teachers' classes and courses of study of every high school under their jurisdiction.

Sec. 7. High schools established in accordance with this act of Assembly shall be under the supervision of the superintendent of the city, borough or county in which they are situated.

Sec. 8. The courses of study in high schools receiving State aid shall be subject to the approval of the Superintendent of Public Instruction.

Approved—June 28, 1895.

COMMITTEE ON PERMANENT CERTIFICATES.

An Act to amend section twelve of an act approved April 9th, 1867, and entitled a further supplement to an act for the regulation and continuance of a system of education by common schools approved May 8th, 1854, authorizing the appointment of a committee by the Superintendents of Public Instruction to examine applicants for teachers' permanent certificates.

Section 1. Be it enacted, etc., That so much of an act approved the ninth day of April, Anno Domini one thousand eight hundred and sixty-seven, and entitled "a further supplement to an act for the regulation and maintainance of a system of education by common schools," approved the eighth day of May, Anno Domini one thousand eight hundred and fifty-four, which reads as follows:

"That the State Superintendent of Common Schools shall cause to be prepared a new grade of teacher's certificate to be called a permanent certificate, which shall be granted by him to practical teachers holding professional certificates, upon the recommendation of the board or boards of directors in whose employment the applicant shall have taught for the three preceding annual school terms, which shall be countersigned by the proper county, city or borough superintendent in office when the application shall be made and approved after examination, if they deem it necessary, by a committee of five teachers, a part of whom may be females holding permanent certificates if there be so many holding such certificates, but if there be none or not sufficient number of that grade of teachers the committee shall be constituted wholly or in part, as the case may be, of teachers holding professional certificates, said committee to be elected by ballot by the members of the teachers' institute in its annual session from the same county, city or borough in which the applicant resides at the time of making the application, and such permanent certificate shall continue to be valid in such county, city or borough unless forfeited according to the provisions of this act, and shall also entitle the holder to teach one year in any other county, city or borough in this Commonwealth without re-examination, at the end of which time it may be endorsed by the proper county, city or borough superintendent if from personal knowledge he deem it worthily held, and it shall then confer upon the holder the same rank and privileges as in the county, city or borough where issued, and such permanent certificate shall only be annulled upon complaint duly proven of incompetency, cruelty, negligence or immorality made to the State Superintendent of Common Schools by a county, city or borough superintendent and a committee of teachers elected and constituted as aforesaid," shall be amended to read as follows:

That the Superintendent of Public Instruction shall cause to be prepared a new grade of teacher's certificate to be called a permanent certificate, which shall be granted by him to practical teachers holding professional certificates upon the recommendation of the board or boards of directors in whose employment the applicant shall have taught for the three preceding annual school terms, which shall be countersigned by the proper county, city or borough superintendent in office when the application shall be made, and approved after examiuation by a committee for each county, or city, in case a separate teachers' annual institute is held therein, which committee shall consist of three practical teachers holding a valid teacher's certificate who shall be appointed and commissioned as examiners for a term of three years by the Superintendent of Public Instruction, and who shall be subject to removal by him at any time, and such permanent certificate shall continue to be valid in such county, city or borough unless forfeited according to the provisions of this act, and shall also entitle the holder to teach one year in any other county, city or borough in this Commonwealth without re-examination, at the end of which time it

may be endorsed by the proper county, city or borough supeintendent if from personal knowledge he deem it worthily held, and it shall then confer upon the holder the same rank and privileges as in the county, city or borough where issued, and such permanent certificate shall only be annulled upon complaint duly proven of incompetency, cruelty, negligence, or immorality made to the State Superintendent of Common Schools by a county, city or borough superintendent and a committee of teachers elected and constituted as aforesaid.

Sec. 2. That all acts or parts of acts inconsistent herewith be and the same are hereby repealed.

Approved—June 28, 1895.

DECENCY IN SCHOOL OUTHOUSES.

An Act to promote cleanliness and healthfulness in and about the public schools of this Commonwealth.

Section 1. Be it enacted, etc., That the boards of school directors and controllers of each school district of this Commonwealth be and they are hereby required, at least once during each full school term, and prior to the first of January of each year and within thirty days after the close of each annual school term, to have taken out, removed and hauled away all excrement and waste matter from every out-house or water-closet connected with or standing upon the premises of every public school house in the Commonwealth, or have the same properly disinfected; and they are required to have every out-house or water-closet properly scrubbed, washed out and cleaned, the inside walls whitewashed, and the vaults or receptacles covered with a layer of fresh dirt or dry slacked lime within ten days of the opening of each annual school term.

Sec. 2. That the president of each board of school directors or controllers is required each year to certify, in the regular form provided for that purpose, that the requirements of this act have been fully carried out, before the district can draw its annual appropriation from the State.

Approved—June 24, 1895.

FREE PUBLIC LIBRARIES IN SCHOOL DISTRICTS.

An Act for the establishment of free public libraries in the several school districts of the Commonwealth, except in cities of the first and second class.

Section 1. Be it enacted, etc., That for the purpose of securing a system of free, nonsectarian public libraries on a substantial and permanent basis throughout the Commonwealth, authority is hereby given to the board of school directors, or to any board or organization having control of the common schools in each and every common school district except in cities of the first and second class, whenever the same may be decided upon by a majority vote of all the members thereof, to provide a place for and establish and maintain such public library for the general use of the residents in the district subject, to the ensuing provisions o this act.

Sec. 2. Said board may set aside the whol or a portion of any school house now or here after erected within the district for the use and purposes of such library, having du regard to the convenience of the citizens and may make any changes, repairs or ad ditions that may be necessary to properl carry out the objects of this act, or at its op tion may lease, purchase or erect a suitabl building in some convenient location for the use, storage and accommodation of such library, but no land or structure shall be purchased or building commenced until the cost thereof has been fully provided for under the laws regulating the erection of new school houses within the district.

Sec. 3. It shall be lawful for said board to levy a tax for the purchase, improvement and maintenance of said library not exceeding one mill in any one year on the valuation of the property assessed for school purposes in the district, which tax shall be collectible as the school taxes of the district are at the time of collecting the same.

Sec. 4. The public library of each district shall be under the general management of nine trustees acting as the agents and appointees of the school board, who shall approve all plans for its storage and accommodation, purchase and take charge of all books, maps, documents, relics and literary, historical or other contributions, appoint all employes, and make all regulations, and do all things necessary to its government, preservation and maintenance, subject to the approval of the board. The president and treasurer of the board and the superintendent of the schools of the district (or, if there is no such officer, the secretary of the board) shall be *ex-officio* members of the board of trustees. The other six members shall be elected by the school board, two each for one, two and three years, and annually thereafter two members shall be chosen by said board for the term of three years. Each trustee shall serve until his successor is elected, and in case of a vacancy it shall be filled by the school board for the unexpired term. The trustees shall make a report to the school board once each year, and oftener if called upon, of such subjects and in such manner as may be required by said board.

Sec. 5. All public libraries established as above shall be under the general supervision and subject to the inspection of the State Librarian, who is hereby empowered to require reports thereof to be made by the trustees at such time and in such manner as he may see proper.

Sec. 6. It shall be lawful for the school board of any common school district and their successors in office to receive and hold free from all collateral inheritance tax any devise, bequest, grant, endowment, gift, donation or contribution of property real, personal or mixed, which shall be made for the establishment, improvement or main-

tenance of a public library as herein provided for, whether the same shall be made or given within thirty days of the giver's or grantor's decease or before, and the same to apply to the purpose for which made or given, and said board or their successors in office are hereby authorized to bring suit and do all necessary acts for the recovery, holding, use and application thereof; Provided, that this act shall not apply to cities of the first class; Provided further, that, in cities which have established a board of trustees for the management of a free library established by said municipality, any land or buildings appropriated to free library purposes under the operation of this bill shall be under the control of said board of trustees.

Sec. 7. All laws or parts of laws inconsistent herewith are repealed.

Approved—June 28, 1895.

SCHOOL LAWS AND DECISIONS.

An Act to authorize the publication of School Laws and Decisions.

Section 1. Be it enacted, etc., That the Superintendent of Public Instruction shall have published, biennially, forty thousand copies of the School Laws and Decisions, to be distributed by him, three thousand for the Senate and seven thousand for the House of Representatives, and thirty thousand to and among the several school districts of the Commonwealth.

Approved—June 28, 1895.

STENOGRAPHER AND TYPEWRITER.

An Act authorizing the Superintendent of Public Instruction to employ a skilled stenographer and typewriter in the Department of Public Instruction.

Section 1. Be it enacted, etc., That on and after the passage of this act the Superintendent of Public Instruction be and he is hereby authorized to employ one person who shall be a skilled stenographer and typewriter in the Department of Public Instruction at a salary of ten hundred dollars per annum.

Approved—June 26, 1895.

DISTRICT SCHOOLS AND NORMAL SCHOOLS.

An Act to authorize and empower the trustees of any State Normal school now established within the Commonwealth of Pennsylvania, or which may hereafter be established, to enter into an agreement with the school directors of any school district by which the pupils of any such school district may by instructed at and in such State Normal schools.

Section 1. Be it enacted, etc., That, from and after the passage of this act, it shall be lawful for the trustees of the State Normal schools now within the Commonwealth of Pennsylvania, or that may hereafter be established within said Commonwealth, and the school directors of any school district, to enter into an arrangement or agreement between such trustees and such school directors of such district, by which the pupils of such school district or such portion of them as may not be convenient to any school may be instructed at any such State Normal school, and the expense of such instruction shall be paid as may be agreed upon between the directors or controllers of such district and the trustees of any of said Normal schools. Such action of the said school district or districts and the trustees of such State Normal school shall be entered respectively upon the minutes of the said respective boards.

Approved—June 28, 1895.

INCORPORATION OF INSTITUTIONS OF LEARNING AND CONFERRING DEGREES.

An Act to provide for the incorporation of institutions of learning with power to confer degrees in art, pure and applied science, philosophy, literature, medicine, law and theology, and for the supervision and regulation of the same, and providing a method by which institutions already incorporated may obtain the power to confer degrees, and exempting from the provisions of this act colleges heretofore incorporated by the courts of common pleas with power to confer degrees, in cases where such colleges have at the ttme of the passage of this act a specified amount of capital or resources.

Section 1. Be it enacted, etc., That all institutions of learning hereafter to be incorporated as colleges, universities, or theological seminaries, with power to confer degrees in art, pure and applied science, philosophy, literature, law, medicine and theology, or any of them, shall be incorporated in the manner hereinafter set forth with general power as follows: 1. To have succession by their corporate names for the period limited by their charters, and when no period is limited thereby or by this act perpetually subject to the power of the General Assemly under the Constitution of this Commonwealth; 2. To maintain and defend judicial proceedings; 3. To make and use a common seal, and alter the same at pleasure; 4. To hold, purchase and transfer such real and personal property as the purposes of the corporation require, not exceeding the amount limited by its charter or by law; 5. To appoint and remove such subordinate officers and agents as the business of the corporation requires, and to allow them suitable compensation; 6. To make by-laws not inconsistent with law for the management of their property and the regulation of its affairs; 7. To enter into any obligation necessary to the transaction of their ordinary affairs.

Sec. 2. Whenever five or more persons, three of whom at least are citizens of this Commonwealth, shall voluntarily associate themselves together for the purpose of obtaining a charter of incorporation as a college, university, or theological seminary, with power to confer degrees as aforesaid, they shall prepare a certificate of such intended incorporation which shall set forth: 1. The name of the corporation; 2. The purpose for which it is formed; 3. The place or places where its business is to be transacted; 4. The term for which it is to exist; 5. The names and residences of the subscribers; 6. The number of its directors, trustees, or managers, and the places of residence of those who are chosen as such for the first

year; 7. The amount of assets in the possession of said subscribers which are to be devoted to the purpose of establishing and conducting said college or university; 8. The minimum number of persons whom it is intended to regularly employ as members of the faculty of said corporation; 9. A brief statement of the requirements for admission and of the course of study to be pursued in said institution.

Sec. 3. Notice of the intention to apply for any such charter shall be inserted in two newspapers of general circulation printed in the proper county for three weeks, setting forth briefly the character and object of the corporation to be formed, and the intention to make application therefor.

Sec. 4. The said certificate of incorporation shall be acknowledged by at least three of said subscribers, and before the recorder of deeds, etc., of the county in which the business of the corporation is to be transacted, to be their act and deed for the purposes therein contained, and the same having been duly certified under the hand and official seal of said recorder of deeds, etc., shall be presented to any law judge of a court of common pleas of said county, accompanied by the proof of publication of the notice of such application, who is hereby required to peruse and examine said instruments, and, if the same be found to be in proper form and within the purposes of this act and shall appear lawful and not injurious to the community, he shall endorse thereon these facts and shall thereupon direct the prothonotary or clerk of said court to transmit to the Superintendent of Public Instruction of the Commonwealth a certified copy of said certificate of incorporation, together with the said endorsements thereon.

Sec. 5. No charter for such incorporation with power to confer degrees as aforesaid shall be granted until the merits of the application, from an educational standpoint, shall be passed upon by a board to be styled the "College and University Council," which shall consist of twelve members, namely, the Governor, the Attorney General and the Superintendent of Public Instruction, who shall be members *ex-officio*, three persons selected from the presiding officers of undenominational colleges or universities of this Commonwealth, three persons selected from the presiding officers of denominational colleges or universities of this Commonwealth, and three persons holding official relationship to the common schools of the State. Those who are not *ex officio* members shall be appointed by the Governor, with the advice and consent of the Senate, for a term of four years.

Sec. 6. No institution shall be chartered with the power to confer degress unless it has assets amounting to five hundred thousand dollars invested in buildings, apparatus, and endowments for the exclusive purpose of promoting instruction, and unless the faculty consists of at least six regular professors who devote all their time to the instruction of its college or university classes, nor shall any baccalaureate degrees in art, science, philosophy, or literature, be conferred upon any student who has not completed a college or university course covering four years. The standard of admission to these four-year courses, or to advanced classes in these courses, shall be subject to the approval of the said council.

Sec. 7. Upon the receipt of said certified copy of certificate of incorporation, as directed in section four of this act, the said Superintendent of Public Instruction shall, within sixty days thereafter, cause said "College and University Council" to be convened at such time and place as he may designate, and said council shall thereupon hear and consider said application, and if the course of instruction and standard of admission to said institution and the composition of the faculty shall appear to said council to be sufficient, and the educational needs of the particular locality in which the proposed institutions is to be situated, and of the Commonwealth at large, are likely to be met by the granting of said application, the said council shall thereupon cause to be endorsed on said application or certificate its findings, and its approval of the same, together with a recommendation to the law judge or court before whom the same was originally presented that the same be granted. If, in the judgment of the council the said application should not be granted it shall endorse thereon its findings, and its disapproval of the same, with a recommendation that said application be refused. The said certified copy of said certificate shall with the endorsements thereon, thereupon be returned to the said law judge or court who, in finally passing upon the application, shall be guided in his decree by the finding of the College and University Council. In case the law judge, after giving his consideration to the findings of said Council, shall be satisfied with the propriety of the application in view of all the facts, he shall approve the same, and order and decree that, upon the recording of said certificate with the recommendation of said Council and a copy of said order of court in the recorder's office aforesaid, the subscribers thereto and their associates and successors shall be a corporation for the purpose and upon the terms therein stated and thenceforth the persons named herein and subscribing the same and their associates and successors shall be a corporation by the name therein given. In case of the disapproval of said application by the Council aforesaid, the proposed charter shall not be granted.

Sec. 8. In the transaction of business of said "College and University Council" the concurrence of a majority of the members thereof shall be required.

Sec. 9. All institutions chartered under

shall be subject to visitation and in-
ı by representatives of the Council,
ny one of them shall fail to keep up
uired standard the court shall, upon
mmendation of the Council, revoke
er to confer degrees.

o. The Council shall meet regularly
first Tuesday of October preceding
nnial session of the Legislature, and
ıbmit to that body a biennial report
higher education in Pennsylvania,
port to be printed in connection with
ort of the Superintendent of Public
tion.

11. Any college, university, or theo-
seminary heretofore incorporated
he laws of this Commonwealth may
to any law judge of any court of
n pleas of the county in which the
ss of such corporation is transacted
ndments to its charter, enabling it to
degrees in like manner as institutions
lly incorporated under this act, and
application therefor it shall follow
uirements of this act in respect of ap-
ns for original charters of incorpora-
d the method of procedure prescribed
r. Such applications for amendments
e acted upon by the same authorities,
the same manner, as provided in this
he original incorporation of colleges,
ities and theological seminaries,
h amendment shall be granted, how-
nless the institution applying there-
ll bring itself within the provisions of
as fully as is required in the grant-
riginal charters under this act.

12. When a college or theological
ry has heretofore been incorporated
ial act of Assembly it may obtain the
to confer degrees from the courts as
set forth, provided it has invested
mounting to one hundred thousand
at the time of the passage of this act.
t furthermore shall not impair the
ty of colleges heretofore incorporated
courts of common pleas with power
er degrees in cases where such insti-
have property or capital, at the time
passage of this act, of at least one
d thousand dollars, and which shall
three months after the passage
act file with the Superintendent of
Instruction of this Commonwealth a
statement that the assets held by
ndividually for the purpose of pro-
education in the higher branches of
learning amount to the sum of one
d thousand dollars; nor shall this act
he authority of universities similarly
rated by the courts with the power to
degrees in cases where such institu-
ossess property, at the time of the
of this act amounting to the sum
hundred thousand dollars and which
hree within months from the pass-
this act file with the Superin-
t of Public Instruction of this Com-
alth a sworn statement that the assets
held by them individually for the purpose of promoting instruction in the higher branches of human learning amount to the sum of five hundred thousand dollars. None of the provisions of this act, however, shall be construed as applying to institutions possessing capital stock and established for purposes of private profit or gain.

Sec. 13. All acts or parts of acts of Assembly inconsistent herewith are hereby repealed.

Approved—June 26, 1895.

SUPPORT OF KINDERGARTEN SCHOOLS.

An Act to authorize sub-district school boards, boards of control, or boards of education of cities of the second class in this Commonwealth, to co-operate with and appropriate moneys to Kindergarten schools.

Section 1. Be it enacted, etc., That boards of education or boards of control or sub-district school boards of the cities of the second class in this Commonwealth are hereby authorized to co-operate with regularly organized Kindergarten associations, and may appropriate from the school funds such sums of money as may be required to properly conduct Kindergarten schools.

Approved—June 24, 1895.

RELIGIOUS GARB BILL.

An Act to prevent the wearing in the public schools of this Commonwealth by any of the teachers thereof of any dress, insignia, marks or emblems indicating the fact that such teacher is an adherent or member of any religious order, sect or denomination, and imposing a fine upon the board of directors of any public school permitting the same.

WHEREAS, It is important that all appearance of sectarianism should be avoided in the administration of the public schools of this Commonwealth.

Section 1. Be it enacted, etc., That no teacher in any public school of this Commonwealth shall wear in said school, or whilst engaged in the performance of his or her duty as such teacher, any dress, mark, emblem or insignia indicating the fact that such teacher is a member or adherent of any religious order, sect, or denomination.

Sec. 2. That in case of violation of the provisions of the first section of this act by any teacher employed in any of the public schools of this Commonwealth, notice of which having been previously given to the school board employing such teacher, that it shall be the duty of such school board to permanently suspend such teacher from employment in such school for the term of one year, and in case of a second offense by the same teacher it shall be the duty of said school board to permanently disqualify such teacher from teaching in said school; and any public school director failing to comply with the provisions of this act shall be guilty of a misdemeanor, and shall be punishable upon conviction of the first offense by a fine not exceeding one hundred dollars, and in case of a second conviction of the violation of the provisions of this act the offending school director shall be punished by a fine not exceeding one hundred dollars,

and shall be deprived of his or her office as a public school director. A person thus twice convicted shall not be eligible to appointment or election as a director of any public school in this State within a period of five years from the date of his or her second conviction.

Approved—June 27, 1895.

COLLEGE GRADUATES.

THE following State Teachers' Certificates were issued between May 29th and July 1st, 1895, to graduates of Colleges:

137. H. Lenich Meyer, Annville, Lebanon county, graduate of Lebanon Valley college.

138. Wm. Oscar Robinson, Athens, Bradford county, graduate of Hillsdale college.

139. Rhoda L. Abernethy, Warren, Warren county, graduate of Ohio Wesleyan University.

140. Calvin L. Walton, Meadville, Crawford county, graduate of Allegheny college.

141. Thos. M. Stalford, Towanda, Bradford county, graduate of Lafayette college.

142. D. R. Becker, Mt. Carmel. Northumberland county, graduate of Pennsylvania college.

143. Wm. J. Wolverton, Lock Haven, Clinton county, graduate of Bucknell University.

144. John B. Lerch, Bangor, Northampton county, graduate of Ursinus college.

145. David R. Sumstine, Ligonier, Westmoreland county, graduate of Thiel college.

146. Morris Francis Laughlin, Hazzard, Mercer county, graduate of Allegheny college.

147. Jacob Rhone, State College, Centre county, graduate of Pennsylvania college.

148. Will C. Farabee, Waynesburg, Washington county, graduate of Waynesburg college.

149. Montgomery M. Fryer, Lancaster, Lancaster county, graduate of Franklin and Marshall college.

150. Henry M. Slotterer, Trappe, Montgomery county, graduate of Ursinus college.

151. A. H. Herbst, Collegeville, Montgomery county, graduate of Franklin and Marshall college.

152. George F. Keefer, Sunbury, Northumberland county, graduate of Bucknell University.

153. Ulysses G. Smith, Union City, Erie county, graduate of Denison University.

154. Sallie G. Raup, Turbotsville, Northumberland county, graduate of Wittenberg college.

155. Henry M. S. Cressman, Sellersville, Bucks county, graduate of Lehigh University.

156. J. D. Thomas, Cochranton, Crawford county, graduate of Heidelberg University.

157. Florence M. Tichenor, Homestead, Allegheny county, graduate of Franklin college.

ITEMS FROM REPORTS.

BLAIR—Supt. Wertz: The school year just closed has been a successful one. The teachers showed increased ability, and a growing interest in school affairs was noticeable throughout the county. A good percentage of our teachers have been attending Normal schools, which is an indication of professional zeal and growth. Many of our School Boards are arranging to build new houses and repair and refurnish old ones.

CARBON—Supt. Beisel: During the month of June, I conducted fifteen public examinations. Out of 159 applicants, 51 were rejected. The examinations were attended by 57 directors. We are having a scarcity of male teachers for the rural districts where there are a number of vacancies at $33 a month. East Mauch Chunk employs no teachers who hold provisional certificates. At Beaver Meadow, the directors are erecting a six-room building in Mauch Chunk and Franklin township single room buildings. Franklin and Kidder townships have increased the school term to seven months.

CLARION—Supt. Beer: We have about 8 high-grade certificates in the county. This creates a necessity for only 161 provisional certificates to fill our schools, provided all diplomas, permanent certificates and professional certificates are employed. My examinations were made more difficult and the grade higher. I examined in all 318 applicants, of whom 108 failed to pass an aggregate of 16 in nine branches, grading arithmetic as one. We, therefore, have about 295 valid certificates to fill 246 places. It is hoped that our teaching force has been improved by the culling. The Clarion Normal examinations took place June 25-27. The entire Faculty was re-elected.

LACKAWANNA—Supt. Taylor: During the year just closing we have used a uniform course of study in nearly all the schools, with monthly examinations. On May 4th central examinations were held at the nine centres, for pupils in the seventh and eighth years. Each of these examinations was conducted by a committee of five teachers. 234 pupils were examined, and of this number 80 were recommended as fit to take the final examination in common branches. On May 18th the final examination was held in Scranton by the County Superintendent, assisted by a committee of nine principals. Seventy candidates were examined and thirty-four received the common school diploma. While this plan of graduation in common branches may be open to some objection, it has a beneficial effect upon many of our schools. It has aroused considerable enthusiasm and created a friendly rivalry among the several districts. It has kept many pupils in school who otherwise would have dropped out, and has served to draw attention to neglected branches. A comparison of the results of the last two years

shows that the plan is growing rapidly in popular favor: last year in Centrals, 128 pupils; in Final, 36; graduates, 14. This year, in Centrals, 234; in Final, 70; graduates, 34. It seems a good thing for common school pupils to have a mark to aim at.

LEBANON—Supt. Snoke: The examinations were well attended by directors and citizens. I spent much of my time in carefully scrutinizing the examination papers. The result of this was many rejections. The demand for good teachers was never greater. Nearly all our teachers are engaged, and in most instances wise selections have been made. The plan of paying according to the "practice" marks has been given up, and all teachers will be paid a fixed salary.

LEHIGH—Supt. Rupp: During this month commencements were held in Coplay, Slatington, Catasauqua and Hokendauqua. I have held just one-half the teachers' examinations in the county. Applicants for schools are numerous, and the schools are usually filled on the day of the examination. I find that teachers who come up for examination this year are better prepared than in any preceding year; nearly all having undergone professional training either public or private, and the certificates ranking better for it. This shows a healthy growth along educational lines. With a few exceptions the old teachers are being re-appointed, and in many cases at increased salaries. Lynn township will erect two new school buildings, Washington one.

NORTHUMBERLAND—Supt. Shipman: At the eight public examinations held during June, the average number of applicants was not as great as in either of the preceding years. Several of the longer-term districts have already elected their teachers. The Rapho township board has selected a new school site, and will erect a brick building to take place of the one abandoned at St. Jacob's church. Turbotville borough, for the first time in its history, held commencement exercises. The rival boroughs, McEwensville and Turbotville, each had graduating classes that acquitted themselves creditably alike to teachers and patrons.

BRADFORD CITY—Supt. Miller: Commencement exercises were held in the Wagner Opera House. The graduating class numbered 16. During June there were 1039 visits from parents and patrons.

HAZLE TWP. (*Luzerne Co.*)—Supt. Mulhall: A new two-room building is under way on the Diamond Addition. It is expected that it will be ready for occupancy by the beginning of the school term.

HOMESTEAD—Supt. Kendall: A successful entertainment was held at the close of the school term, realizing the sum of $350 for the purchase of books for supplementary reading and the school library. A fine piano was placed in the high school by private subscription. Teachers' salaries were increased for next year, and some new experienced teachers employed.

MIDDLETOWN—Supt. Weber: We estimate an increase in pupils, through the operation of the compulsory law, of upwards of one hundred. Provision is being made for their accommodation. The Board wisely decided not to place inexperienced teachers in charge of the lowest grade primary work. Four rooms will be papered, and the furniture of nine repainted and varnished. A number of teachers attend a summer school.

NORRISTOWN—Supt. Gotwals: The commencement exercises were held in the Opera House, and as usual all available space was occupied. The exercises were listered to throughout with a marked degree of interest. There were 35 graduates; thirty of the full course and five of the short commercial course. All of the participants in the exercises acquitted themselves in a very satisfactory maner. Our citizens manifest much interest in these yearly exercises. The number present was estimated at 2,000.

SUNBURY—Supt. Oberdorf: May was practically the closing month of the year, and my time was almost exclusively devoted to the promotion of classes from grade to grade. Examinations having been abolished, it was my aim, during this month, to ascertain from regular class work and from the reviews in progress, the fitness of the pupils for advancement. Our teachers have been careful and conscientious in the selection of those fitted for promotion, and I feel safe in saying that those advanced to higher grades will prove themselves well qualified for the additional work that will be required of them. A new school building with modern improvements will be erected in the sixth ward for the accommodation of the primary and secondary grades in that part of the town. It will be of stone and brick, will be heated by a modern system, and will be equipped throughout with the best of furniture and other necessary apparatus for successful school work. The term closed June 4th, with commencement exercises held in the Opera House. Much interest was shown in this final work of the high school, and the class of '95 was greeted by a very large, appreciative and intelligent audience. The event is one that will long be remembered by the twenty-seven graduates and by the pupils and the citizens who were present. We believe that commencement exercises properly conducted have a strong tendency for good, and that many undergraduates who would be inclined to stop school before completing the course, are, by witnessing these annual exercises and noting the honor attached to a successful completion of the course of study, induced to remain and complete the course. The new school building will cost $31,215; it will have two rooms on the ground floor. The heating and furniture are not included in the above amount. Our schools were allotted June 11th. All of the old corps of teachers were elected and two additional schools provided for.

MUSICAL HEREDITY.—Heredity shows itself more markedly, it would seem, in the arts than in the sciences. Taking music we find some remarkable instances. The Bach family, which took its rise about 1550 and became extinct in 1800, presents an unbroken series of musicians for nearly two centuries. The head of the family was a baker of Presburg, his two sons were the first who were musicians by profession. Their descendants "overran Thuringia, Saxony, and Franconia," says Papillon. "They were all organists, church singers, or what is called in Germany, 'city musicians.' When they became to numerous to live all together, and the members this family were scattered abroad, they resolved meet once a year, on a stated day, with a view maintaining a sort of patriarchal bond of union. Th custom was kept up until nearly the middle of t eighteenth century, and oftentimes more than a persons bearing the name of Bach—men, wome and children—were to be seen assembled. In t family are reckoned twenty-nine eminent musicia and twenty-eight of a lower grade." Rossini's fami

SPEAK GENTLY.

WALLACE. BATES.

1. Speak gen - tly— it is bet - ter far To rule by love than fear; Speak gen - tly—let no harsh word mar The good we may do here. Speak gen - tly to the lit - tle child! Its love be sure to gain; Teach it in ac-cents soft and mild, It may not long re-main, Teach it in accents soft and mild, It may not long re-main.

2. Speak gen - tly to the young—for they Will have e - nough to bear; Pass through this life as best they may, 'Tis full of anx - ious care. Speak gen - tly to the ag - ed one, Grieve not the care - worn heart, Whose sands of life are near - ly run; Let such in peace de-part, Whose sands of life are nearly run, Let such in peace de-part.

3. Speak gen - tly to the err - ing, know They must have toiled in vain; Per - chance unkindness made them so; Oh, win them back a - gain. Speak gen - tly, 'tis a lit - tle thing Dropped in the heart's deep well; The good, the joy, that it may bring, E - ter - ni - ty shall tell, The good, the joy, that it may bring, E - ter - ni - ty shall tell.

rit.

often played music at fairs; Beethoven's father and grandfather were musicians; Mozart's father was Capellmeister to the Bishop of Saltzburg.—*Cornhill.*

IT is night now, and here is home. Gathered under the quiet roof, elders and children lie, alike at rest. In the midst of a great calm the stars look out from the heavens. The silence is peopled with the past—sorrowful remorse for sins and short-comings, memories of passionate joys and griefs rise out of their graves, both now alike calm and sad. Eyes, as I shut mine, look at me that have long sin ceased to shine. The town and the fair landsca sleep under the starlight, wreathed under the Autum mist. Twinkling among the houses, a light kee watch here and there, in what may be a sick char ber or two. The clock tolls sweetly in the silent a Here is night and rest. An awful sense of than makes the heart swell and the head bow, as I pa to my room through the sleeping house, and feel though a hushed blessing were upon it.—*Thackera*

SANTA CLARA COUNTY
TEACHERS' LIB

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PENNSYLVANIA STATE TEACHERS' ASSOCIATION.

MOUNT GRETNA MEETING; FORTIETH ANNUAL SESSION.

THE fortieth annual session of the Pennsylvania State Teachers' Association was opened in the Auditorium of the Pennsylvania Chautauqua, at 10.30 on Tuesday morning, July 2. After devotional exercises conducted by Rev. C. P. CROSS, of Lebanon (reading Proverbs iv. and prayer), Gen. J. P. S. GOBIN, of the same city, delivered the opening

ADDRESS OF WELCOME.

My word of welcome must of necessity be brief. Coming as you do from all parts of the State, to meet at this educational centre, you were already sure of a warm reception, and we can only add emphasis to it now. No class of people, of the many who visit this beautiful place, could be more cordially welcome to the people of the Lebanon valley. We are a peculiar people in some respects, but not peculiar in the desire to get the best there is going, and in that spirit we heartily seconded the effort of the Chautauqua to bring you here, and are all delighted to see so many of you here this morning.

Looking into your faces, I am reminded of the striking contrasts of life. Yesterday I stood on the battle-field of Gettysburg, where the first gun of that decisive action was fired—the very gun, 233, which now, spiked and silent forever, marks the historic spot. The rough riders from all over the country were there to keep the anniversary of the day that turned the tide of war. Yesterday the veterans—to-day the teachers. The reign of war is happily over—the reign of peace has begun, and promises to continue to bless the land. Yesterday we recalled memories of the great struggle that gave us peace—to-day you meet to celebrate the development that struggle made possible, and to devise plans to extend its advantages through the people's schools to the people's children. We hope your work will be successful here and hereafter, that you will enjoy your visit with us, and that when you go away with our God-speed, it will be with pleasant memories, and soon to return.

There is a stir in educational sentiment—new lines of thought are being opened up, new demands made upon educators, and among these none is more emphatic than that which calls for the inculcation of a deeper sentiment of patriotism. The American men and women of coming generations must not go to the record of the musty past for ideals or models; they must be trained to find in our one century of constitutional liberty the factors needed for present inspiration and future guidance. If you who are educating our future citizens shall realize this, you will build even greater than you know, and leave behind you such national institutions as will not perish from the earth.

Again I repeat, may your experience among us be as pleasant as your memories of the past, or your dreams of the future. Our people offer you their hearts' best welcome.

President JEFFERS called attention to the beautiful badges of membership, the gift of the teachers of Lebanon county, whose self-sacrificing good-will deserved this public recognition. The badge is a splendid object lesson of welcome. As we have met here by invitation of the

Pennsylvania Chautauqua, an institution *in* but not *of* Lebanon county, where it has found a beautiful forest home, we will now hear from them.

Dr. A. B. STEWART, President of the Chautauqua Board, spake the following

WELCOME TO CHAUTAUQUA.

No duty devolving upon the management in connection with the various gatherings that have honored us with their presence has been comparable to this. When I say Welcome to the Teachers' Association! my heart goes into the words, and so with those I represent. We place at your disposal the best we have—all we have. Ruskin has told us that "no sculptor ever created a grand work who did not put his heart in it." Brain and hand may carve out thought from the marble, but the fire from above in the heart can alone put life into the statue. And I hope to impress you that whatever else you may find cold, our hearts are warm. The President of Chautauqua last night realized how "uneasy lies the head that wears a crown." We hope it will warm up to-day; we welcome you to all the heat there is, and hope it will be sufficient.

Your coming here seems peculiarly appropriate, since between you and us there should be closest fellowship. In your hands is a sacred trust; you are shaping the channels in which the future life of the Commonwealth is to flow; it is a divine mission.

The surroundings here are favorable. Many of you are no doubt impressed with the advantages of life in cities; but written all over it is commercialism, and the trend of the time is too much in that direction. The advances of secularism threaten to kill out not only the moral and religious elements, but the intellectual as well. It is our duty to teach that there is something better than money-making or money-getting — that wealth is good only so far as it stands for the highest uses of life. When you meet in cities, you can hardly come into close relation with their spirit and life; but here, it seems to me, our spirits must be uplifted into higher regions—I hope no one will object that it is colder up there, and warmer downward. [Laughter.]

You and we are striving after the same ideal. Our Chautauqua is an educational institution. We are not specially proud of anything here except our ideas and ideals. We keep to our life in the woods, close to Nature's heart, in contact with what is purest and strongest in her life; and we expect that our natural impulses will here be elevated and purified, our teaching reinforced, the human spirit sanctified by that Divine Spirit in whom we live and move and have our being.

We have brought together here twenty or thirty distinguished teachers of our country, and we offer a month's instruction at merely nominal price, combined with entertainment enough to relieve the stress of continuous work. We think this opportunity meets the wants of many who need what these teachers can give, but which they cannot get except in the summer vacation; so we bring them here, where you can get at least something of what they have to give. We have thus built up an educational institution of peculiar character, and as you will not fail to observe, with marked limitations. Four years ago this place was "a howling wilderness"—the Chautauquans came to it with only pluck and energy, and undertook to make bricks without straw, disregarding difficulties and keeping before them the need of Pennsylvania for a great Summer School. And now, by the grace of God and the help of man, we have it, and offer it to you, hoping you will find inspiration in it. You are welcome to all we have. "If you don't see what you want, ask for it," and if that don't bring it, take it wherever you can find it [laughter].

The gentlemen who were expected to make formal responses being absent, Supt. Farquhar, of Bethlehem, by request of the Executive Committee, made the following

RESPONSE.

Mr. President, and you gentlemen who, representing the extreme defences of the State, have welcomed us so cordially to this lovely spot: If the groves were God's first temples, as sings the poet; if they were the hallowed edifices not made with hands, where in shadowy verdant nave and under arches of living green—more beautiful than any of Gothic imitation—primeval man set up his altars; not the less have they been the resort of the student from the time of Plato until to-day. As in the sylvan Grecian academy, seekers after truth congregated in large numbers to drink in wisdom from the lips of its great philosopher, so now in this Pennsylvania academy, to which you have so cordially welcomed us, we see many, and we hope to see more, who have gathered together from the hills and the valleys, the cities and the towns of our State—earnest minds they are, seeking, in the words of that noble German, for "Light, more light."

There is somewhat of special propriety in the holding of educational meetings in these groves. Edmund Burke, I believe it was, who said, "Education is the chief defence of nations," or something of similar import. That school principal was not far wrong however, who had it printed on the monthly report cards of his pupils, "Education is the *cheap* defence of nations." For a number of years the citizen soldiery of this State have pitched their tents hereabout, not to spend a little season in a pleasant outing, but in the mimic practice of that art, which has always been employed, by the United States at least, to uphold the rights of man-

kind against wrong and oppression, against the legitimate outcome of ignorance, and the pride of place and power. But education is a cheaper defence than an army.

With all respect to the brave soldier and patriot, Gen. Gobin, we beg leave to take the side of the pen, with Dr. Stewart in the debate, and to represent that you see here gathered the army educational, whose members have pitched their tents for a brief period, to review the achievements of the past for truth and for the emancipation of the public mind from the bonds of ignorance, and to consult together how more effectively to raise up a more sure defence for the State than any army can form.

You are well aware how large a place the study of nature is occupying in elementary education at the present day. Passing by the physical benefit to be derived from such a place of meeting, the refreshing and soothing effect of invigorating breezes, peaceful quiet, and pure air, on the tired minds and still more tired bodies of such of us as have come from the recent turmoil and bustle attendant on commencements and the closing of the schools; passing all this by, I say, is there not also something appropriate in the fact that we who are trying to lead the young to admire and study nature should nestle here, so near to the very heart of nature? In so doing we may verily "find books in the running brooks," and "sermons in stones," inspiration in the very rustling of the leaves overhead, and a sense of freedom to which not only the body responds, but also the mind in clearer, more expansive thought.

But indeed this time and this place suggest rest and recreation, "high living and plain thinking," rather than the opposite. I am of opinion that a little attic room and the quiet hours of the night when the narrow circle illuminated by the midnight oil conduced to concentration of thought were the place and the time where Plato spun those grand philosophical theories which he afterward laid so lucidly before his disciples. How is it, teachers? Do you do your best thinking before your classes? How is it, ministers and lawyers? How long could you continue to write eloquent sermons and convincing pleas were you to rest continually in such a spot as this, or on the shore of old ocean, with the Fourth of July thirty-six hours or so away, the thermometer above summer heat, and the birds singing in the branches? So I am well aware of the fact, and I would have you aware of it, too, Mr. President, that the excellent pieces on this programme were not prepared in haste, or in such a spot as this—"Houck's bower," we may call it—or in summer weather.

For your most cordial welcome to this place and these exercises we thank you, for we know that here there is in store for us a veritable feast of reason and flow of soul, with a generous share of material things well prepared, and wine on the lees thrown in "to boot."

It might be indelicate on my part, before this company of most proper bachelors and maidens, to allude to the fact that Mt. Gretna is nearer being a Gretna Green for school teachers than any other place that I know of in Pennsylvania; and now's your chance, ye lads and lassies, to circumvent all such outrageous Boards of School Directors as that of West Chester. Have you heard what the directors did down there not long ago? "For shame!" cry all the ladies who know of it.

From the good things which the programme leads us to anticipate I, for one, shall no longer detain you. From them we shall find food to busy our thoughts for a year to come. When these thoughts have germinated in your minds, and grown into practice, what a harvest will be reaped in the improved condition of the schools all over the State! In the name of all here present, I would reiterate our appreciation of your hearty welcome to Mt. Gretna!

Prof. NOETLING, of Bloomsburg Normal School, was called for and spoke as follows:

I came here full of fire, but last night's frost froze me through, and I am not thawed out yet. However, being called on as usual to speak when no one else can be found, I will say a word. The General's contrast impressed me greatly. It is one thing to establish or hold together institutions by force of arms, but another to maintain them by peaceful means. The soldiers did their part, and made Gettysburg and other fields historic in settling one point in free institutions; but to keep them alive and pure enough to be permanent, is the work of the teachers more than of any other class. The schools must make the citizens. How are they doing it? Much good work has been done—we will hear all about it on the Fourth of July—but there is another side to the picture, and it is wise to consider both sides, and I will give my few minutes to noting a weakness or two that call for improvement.

One thing—we want the schools divorced from politics. The schools cannot be what they ought where directors are elected for partisan reasons, and appointments made on the same basis. This is a serious hindrance, and sometimes leads to absurd as well as vicious results—as where a Board had not a single member qualified to act as secretary. What shall we do about it?

There is room for improvement in the selection of teachers. On every side we hear of persons chosen for reasons other than merit. This would be improved by choosing better Directors on a non-political basis.

Many teachers are not as well qualified as they should be. A large majority of those who are training immortal souls in the schools of Pennsylvania, have themselves no training whatever, and little or no knowl-

edge of the laws of mind. I hope this does not hit anybody here present—likely not, as that class does not attend these meetings. The remedy here is largely in the hands of superintendents, if they have the nerve to apply it. They have the power to weed out the incompetents, if they will exercise it.

It is to be remembered that the schools cannot be lifted much higher than the people want them. How shall we reach the people? Something can be done by discussion at local meetings; but we can make public sentiment in no surer way than by strong, live teaching—less book grind, more real training. We give too much attention to matters of mere grading, machinery, and too little to the content. We are told that short terms and poor pay make poor teachers, and no doubt there is truth in it: but would not the rule work the other way? would not better teaching bring longer term and larger salary? You ask again, what are we going to do about it? I do not know—we are here to find out.

The President said the frost had not nipped Prof. Noetling's brains.

On motion of Dr. G. W. Hull, the thanks of the Association were tendered to the teachers of Lebanon County for the beautiful badges of membership provided by them as a mark of appreciation of our coming among them.

Miss AMANDA STOUT, of Reading, then read the following paper on

PHYSICAL CULTURE AND PHYSICAL TRAINING IN THE PUBLIC SCHOOLS.

Education, of the present day, calls for the systematic and equal development of head, hand and heart. Nature demands activity of the entire person, muscular, mental and spiritual. The soundest mind, the purest emotions, can find expression only in the strong, healthy and naturally developed body. There are three special objects in physical training—health, strength and grace. The object of physical training should not be so much with a view to muscular development as to muscular strength and muscular health. The work should be of such a nature as will appeal to the sense of the beautiful, combining both strength and freedom of movement.

The question of the day is, "What system promises the greatest practical results?" There is a great variety of systems from which to select, but our choice should be that system which can be taken regularly, requires the least expenditure of time and nervous force, and is adapted in all its phases to public school purposes. The work must be such as can be done by the pupils in the school-room within the limited space and time. Remaining in a sitting posture for hours, as the child is compelled to do from its sixth year, has a great influence, especially on the organs of breathing and the circulation, The exercises most beneficial for children are those which promote their growth and general development, and which counteract the detrimental influences of the school-room. They should be conducted in a systematic, orderly manner, so as not to create confusion among the pupils. A school should be more orderly after the exercise than before.

If a child learns to sit and walk correctly, and does this day after day during the years he spends at school, the habit will be formed for all his life. Observe the majority of the pupils as they leave our colleges and seminaries, and you will see that with many of them the head seems running away with the body, not because the head is so large, but because the body is so small.

Teachers should recognize the responsibility for the physical as well as the intellectual development of the children under their care. To be successful, you must arouse interest in the children, as "interest is essential to success." It should be determined exactly what can be done for each grade and sex. There should be a pedagogical rule plainly in view, that every grade must have exercises which distinctly belong to it, and that new movements are built up upon what scholars have already learned. In every school, no matter how limited the space and time, such exercises as relaxing, stretching, foot extension, chest expansion, etc., can be practiced with beneficial results, and instead of losing time we gain time. Military tactics will also facilitate school work, but as soon as "military tactics" is mentioned, we hear people ridicule it. Their idea of this line of work is the marching of soldiers to war, the rattling of musketry, and the planting of cannon. This is a mistaken idea, as only the elementary steps of military training should be taught in public schools, for the following reasons:

1. They require no apparatus and can be taken by the pupils at any time and in almost any place.

2. They will in many ways improve the discipline of the school, and enable the teacher to move his or her pupils most systematically.

3. They are the best extension exercises known, because they tend to bring about a finer bearing and a greater strength than can be produced in any other way.

As a matter of course, in school work only the fundamental steps in military training can be employed. The work must begin in a primary sense just as in other branches of instruction. First in importance in this line of work I would place posture. A child must first learn to stand with his body erect before he can learn to walk properly, which is one of the accomplishments. With proper posture, follow in regular order the exercises of facing, turning, marking time and marching, single and double. These exercises will aid school work in the following ways—calling and dismissing

classes, leaving and returning to the room at recess, and the dismissal of pupils. There will be no loitering in the hallways and around the building. This is fundamental, but it should form a part of physical culture, not so much for usefulness, as for the influence it will have to mould the child with respect to discipline and patriotism.

The best extension exercises that can be arranged, are those based on the exercises of the soldier, and in this I think the "Preece System" excels every other. While it is a system complete in every department, being better adapted to school work than any other system known and having its department of Aesthetic Culture unequaled by any other, yet, at the same time, it is based on the laws of health and will always bring desired results.

In our city, we have had Physical Culture exercises, in a systematic way, for but one year. They were a source of pleasure as well as of great benefit to both teacher and pupils, and among the many good results derived, I may mention the following:

1. Discipline was improved.

2. School-life was rendered more pleasant for teacher and pupils, and the attendance consequently improved.

3. The relaxing exercises had a tendency to make pupils brighter, more attentive, and ready to take up new work; and teachers were not compelled to be constantly "nagging" at the children.

Physical Culture exercises should form a part of the curriculum in every school, and our State Legislature should pass a law making it compulsory, the same as other common school branches.

The supreme end of all education, the training of the moral power in man, the ability to seek the right and to do the right, depends to a large extent upon the healthy action of the bodily powers. The most aspiring spirit will fail to realize in life its loftiest imaginings and its sincerest purposes, if it does not have the co-operation of a strong, well-trained body.

What will a good system of physical culture and military training do for you? It will lighten your school duties and make happier boys and girls, who will grow up and become better men and women. It will renew your youth, and give you the elixir of life. It will teach you vital economy, so that you need not become tired. It will teach you how to stand and walk. It will teach you how to breathe and to go up and down stairs correctly. It will prevent your becomingbent and rigid, and enable you to retain your muscular activity. In short, it will give you a new lease of life.

Prof. Donald, Pine Grove: Physical development is one of the most important questions before us. The body is the casket containing the jewel, and upon its symmetrical development depends much of our success. Military training furnishes the best system, and the time is at hand when the State will demand that her youth be prepared in her schools to defend their liberty. Military tactics in school need not imply that we want war; but if we had had it before 1860, thousands of lives would have been saved, that were lost while our youth were being trained to arms. We should at least give them the straw to make brick of. The National Guard is a valuable police force; its existence helps to maintain order, and it is well to have everybody know there is a power behind the throne. Boys should be taught marching at least in school; and it would do no harm to teach them how to handle sword and musket.

Prof. W. W. Deatrick, of the Kutztown Normal School, was impressed by a traveling bird show with the effect of education on the brain of these little animals. If so much can be done with them, what may not be expected in human culture? A study which has come into prominence in late years emphasizes the importance of the law of associated facts in training the mind. We should remember this all along the line of physical, mental, and moral development. In this view physical culture is an important means of training the moral nature. The habit of prompt obedience to command in military drill is certainly useful.

Mrs. Louisa Preece, Minneapolis: It is positively painful to see the people crawling up these hills. Straighten yourselves, you who are teachers, and the example will straighten your pupils—and as you have just heard, the mind and body will straighten together. You are not worthy the name of teacher if you do not stand and walk straight, and send out the children walking erect and standing firm.

Supt. E. Mackey, Butler: Why should the sentiment of patriotism gather about military instruction? We are told such teaching is a necessity, or will be in the near future: that does not seem certain. Is there not great danger in teaching children to use sword and gun, unless we are sure we give them the true spirit of patriotism at the same time?—unless we know whether they will use the weapons on the right side? Had we not better try to develop the altruistic ideal than the military, and is not that the road to a higher patriotism?

Supt. Farquhar: I recognize the benefit of physical training. Singing in time

is useful; marching to command trains to obedience; but there is danger of elevating into an end what should be only a means. Military training may be legitimate within proper bounds; but after all, a free run in the open air is more natural and better than any systematic drill. Erect and graceful carriage is all very well; but our parents and grandparents lived long, useful, peaceful, quiet lives, without ever hearing of all these new-fangled latter-day methods and "systems." Let us go slow —give us time—take a rest after dinner—and life will be easier and pleasanter, and probably longer, too. Military drill is likely to run into extremes, and do more harm than good. The idea of preparing to defend, kept in the front, is not far from the disposition to make war. Let us not make the physical an end; the brain is the castle of the eternal part of man, and has often reached grand development even in an inferior body. We should give most attention to the most important thing—an honest, godly life.

Prof. A. F. K. Krout, Philadelphia: In our city physical training has taken hold everywhere, and we think it has come to stay. Not only do we have physical exercises in all schools and some military movements, but the young people's societies, Sunday-schools and churches have taken it up, and are organizing into companies, regiments and even "brigades"—some using the manual of arms. Why? One object is to give moral culture, and along with these organizations goes prohibition of drink and tobacco. This kind of training is promotive of good citizenship, and it would be proper for the State to require such work in her schools.

Prof. H. E. Gehman, Ephrata: Everybody believes in having the body properly taken care of, but not everybody believes in military training, either as the best means of physical development or as a safeguard of the nation. The great warlike nations that ruled the world for awhile, but have disappeared forever, reached their highest military development after they had passed their prime and were verging toward their fall. The honesty and uprightness of a people is the best national safeguard, and not the military spirit or military training. Our line of teaching should be, that not might but right should and will triumph.

Discussion closed here, and Association adjourned to afternoon session.

TUESDAY AFTERNOON

BY opening time a large audien gathered in the Auditorium Chair was filled by Vice-Presiden MAN while President JEFFERS de his

INAUGURAL ADDRESS.

"To elevate the profession of t and to promote the cause of educa Pennsylvania," says the preamble Constitution, is the aim of our Asso What time this address subtracts fr few hours that are set apart for this r will be given to enforcing in the p way four very practical duties of the t which bear upon this double object

I. To lay the foundation of the highe tal structure, and at the same time finest character, by training every pu intellectually independent, self-relia est. No one denies that to compe child to begin where the human race and work his way through every p of knowledge, and all the applicat these principles, would condemn al slowest progress, and all save tho have the genius of a Pascal to comp ignorance. Teachers are given for a the many to respectable attainmen the few to the highest achievements, ting all in possession of what h reached by the research of the pas on the part of the teacher, labor, p and boundless tact are demanded, giving help there shonld be taken fr pupil all chance of mental growth. criminate giving is unpardonable r To find the judicious mean between which discourages, and indolent h both ministers to indolence in the pu destroys his power to think, requ highest degree of professional in and after this the greatest skill of t trained instructor. But no teacher is of his place in the school-room w not aim to reach this ideal. Better learner try again and again, with words of encouragement, a questi and there as a pointer to give directi so let him finally discover the prin the solution as his own.

But the evil we meet does not e help from teachers. We find that p older pupils, or brighter class-mat humored the natural desire for pos of unearned knowledge, and we m the power of the pupil most caref quire him to work in class where r can be given save what we give ou and so save him from his friends.

These steps in mental depravity a followed by a third and decidedly wo In all this there is no intentional de The pupil acknowledges that he was in this problem, or that sentence, or ing cities or rivers on the map, by sc

else. He confesses with no shame that he is giving a translation that another gave him. He has been taught to depend. He has been trained like a vine, and where is the shame in a vine when it clings to the trellis? But if the teacher has taught the pupil to appear to the world as knowing what he is simply told, should the teacher be surprised that the same pupil will soon try to appear to the teacher as knowing what he has been told by some one else than the teacher, or in ways that the teacher condemns? Mental dishonesty is contagious, and the moral sense is close enough to catch it. When the conscience of a class or school is tainted, the school is thoroughly demoralized and good educational work becomes an impossibility. One pupil prompts another, and perhaps an answer passes halfway around a class before it reaches the one who gives it to the sluggish teacher, who perhaps himself is looking it up, and welcomes the delay. The injury done to mind and morals by such alleged teaching can never be repaired. A student who had been under a professor who tolerated, almost encouraged, dishonesty in recitation and examinations, said to an officer of the Board of Trustees, "You are keeping a man on that faculty who makes a great blank in the mental life of every student, except the one or two who do the problems for each class." So they discover when it is too late. Sometimes the importance of honesty is recognized even by students. In a college, about a year ago, the students of a class refused to take a diploma with one member of the class who used illegal helps in an examination.

Does any one say, "There will always be prompting, and other methods of cheating in recitations; there's no use in trying to stop it?" So we say there is sin in the world, and always will be, possibly; but if you do not do your best to stop it, and if you do not succeed in making it scarcer in your vicinity, you are an ally of Satan. The intellectual Satan has left the mark of his inky fingers on the mind of this generation; if you do not try to cleanse it off, and if you no not succeed in keeping it off, measurably, from your pupils, you are an ally of the race's enemy, and no loyal disciple of the Great Teacher. If you are not determined to make every pupil intellectually self-reliant and honest, you have not the heart of a teacher. If you wish to do it and cannot, you haven't force enough in you to deserve a certificate.

The evil begins low down in the schools, and is continued in the advanced training of school and College. Only this last month a senior in a Normal School was detected in an effort to have a drawing of another pupil pass for hers, as one of the conditions of graduation. It lies back of that, in a too common notion among all classes that it is a matter for fun rather than for serious discussion, or for condemnation. Too many are willing to dismiss it as at the most a trifling affair, that children or older pupils and students will outgrow when they enter the active scenes of real life. We have little knowledge if we believe this. We have a limited observation if we do not know that the habits of school days remain through life, and that in the school-room we are shaping the intellectual destiny at least of the next generation. Who will deny that if we train the pupils of the present to depend on others for their mental gains, we shall have a generation of intellectual copyists? We have in this age none too much of mental vigor. The complaint is heard now that the literature of this age is lacking in strength. Unless we can start the youth in the direction of mental independence, we shall be partly responsible for the growth of an age of mere makers of cyclopedias and dictionaries, the garnerers of the products of the thoughts and deeds of a more glorious past. I refrain from speaking of the moral effects.

II. To inspire each pupil with an enthusiasm for knowledge. This fits in close to the last topic. The lack of mental appetite is largely accounted for by the vicious method of giving what the pupil should be taught to acquire for himself. It is unnecessary to state that there is a lack of enthusiasm for learning on the part of our pupils. It is the rarest thing to find one who, like Plato, needs the bit rather than the spur. Why is this? We know that the natural desire to find out things is strong in the infant. But we know also that the keen edge of the desire for knowledge is dulled before we get the pupil. At what point and by what method this is done, is not so important to inquire as how shall we restore the native love of learning? Given, a mind prejudiced against books, school and study: required, to convert that prejudice into love. This problem, difficult as it is, is not given in its simplicity. We have grades, reports, honors, prizes, and rank, to complicate the practical question as we must attempt to solve it. We find an honorable ambition to be best, a mean ambition to distance others, a cowardly shrinking from the disgrace of failure and degradation, and a fear of consequences at home if a fixed grade is not reached, all stimulating the majority of pupils to study. Your first honor man may hate study as much as the poor fellow who is dropped from the lower end of his class as a discouraging failure. Some unnoticed youth in the upper third of his class, happy without prize or rank, may be developing the healthiest love of learning, and preparing for the best scholarship by learning for the sake of itself.

Without deciding the question of the utility or morality of the grading and prize system, we must use it more or less, and the problem is now—Given, a mind prejudiced against learning, but seeking it for gain or glory—required, to inspire that mind

with a genuine love of learning for its own sake. Over this problem, how many are pondering! It is our meditation day and night, often, instead of our devotions. Some have given it up, and let each pupil take his chance of becoming a scholar or not under the mechanical application of a traditional system of marks and grades. But the earnest teacher, carrying the burden of each individual pupil on his heart, meditates deeply and often on methods. Oh, for a prescription, that could be written out and filled and administered to each restless youth, that would instantly fill the soul of the little fellow with a consuming zeal for learning! The physician that can write prescriptions of this kind has not been graduated. Till he is found, we must be physician, pharmacist, and nurse. We must study each pupil, find out what he loves, graft knowledge on the growing stalk, and so insure the coveted fruitage.

In observing the pupil, the teacher must take account of the personal equation in himself, lest he fail to read his observations correctly; then, forgetting his own interest, gain, time, everything, work for the winning of the boy or girl to the cause of earnest scholarship. No prescription will apply to any two cases, no rule will be of any use to the machine-teacher, and the real teacher will learn wisdom from all successful instructors, and equally from all failures. Just as the genuine preacher of righteousness will not persuade his people to believe in order that they may go to heaven, while not failing to promise heaven, but will teach that we should believe "though the heavens should fall" (Kant), so the genuine instructor of youth, while not omitting to remind his disciples that there is a money value in a good education, with honor and growing pleasure, yet will teach that learning should be loved for its own sake, and will raise up a generation of true philosophers.

Not always the best scholars are the best teachers. Often limited intelligence, with more limited opportunities, places one in the list of poor scholars who loves learning, and so begets love in his pupils. He is made happy by the best test of the true educator —his pupils surpass himself.

The first step in the direction of inspiring our pupils with this prolific love of study has been taken when we have developed mental self-reliance or honesty, of which I have just spoken; the next will be taken when we fulfil the third duty of the teacher.

III. To make progress every day in all that leads to perfection in scholarship and in character. The appetite for knowledge, that is the promise of scholarship in our pupils, is not stimulated in them by a teacher who is satisfied with what he knows. It is only the mind that is thirsting for knowledge, can never get enough, is always learning, that quickens the mind of the learner. This explains the success of many young and inexperienced teachers, and t failure of many when we supposed th were best prepared to succeed. The you are learning every day. This also explai why one of the most successful educators ever knew, said he never took a class ove subject, the most familiar, without readi a new author on the same subject. T growing mind has the power to quick another mind.

Fineness of character is quite as essenti as freshness of knowledge. No degree selfishness will insure the patience, sy pathy, and endless effort involved in su cessful teaching. But if the spirit of t great Teacher is caught, no dullness of i tellect in the pupil, no hatred of books of discipline, can stand against it. The is an element of exalted unselfishness learning for its own sake, which we wish impart to our pupils. We cannot give wh we have not ourselves, and we must have in the largest degree to insure success imparting it.

But if the teacher perfects himself in on the topics he teaches, and only for the sa of success, has he not surrendered to t utilitarianism that kills enthusiasm? Whi one cannot know everything, and so order to be skilled in any one or in a fe things he must devote himself to the few the one, yet all knowledge is so related th no item is complete without some acquai tance with all subjects, hence in order the best work in one, we must know som thing of all. There is no limit to the a quirements into which we shall be led if w follow this principle. But there is no util tarianism in this seeking after an all-aroun perfection. It is a means to an end, b what is the end? We seek, not for what w can gain, but for what we can give. W follow the highest model in this, for H perfected Himself that he might save t world. "And being made perfect, He b came the author of eternal salvation un all them that obey Him." (Heb. v. 9.) is a teacher's right to be as nearly perfect knowledge and character as it is possible be. His commission becomes doubtful t moment he is satisfied to cease growin His commission has expired when he willing to go through the duties of t school-room in a mechanical way, witho enthusiasm, blind to fraud, indifferent the minds all around him which his ind lence is robbing of their birthright. On t other hand, his commission is written letters of living light who can say at nig "I have learned this to-day. It will he me to teach better to-morrow. I have fail to-day, but that boy must learn, and mu learn to enjoy it. He must not get throu this term without a taste of this joy Blessed is such a teacher. May his gene tion increase!

IV. To take an intelligent interest in t educational progress of his county a State is certainly a duty of a teacher. It

not sufficient that he inspire his own pupils with a zeal for learning; he wishes the general average of scholarship as far as his influence goes to be improved. He will not throw the responsibility of the county on the Superintendent, but will be ready with a suggestion, and always with support for every forward movement in educational work. He will read educational journals, and, finding out what other States are doing, will be dissatisfied if his State is behind any other. He will not hold the State Superintendent altogether accountable, but will take a share of the blame himself, and do his part toward removing the blot. He will look back over the past and compare results of methods in his own State with those in other States. If he finds the relative rank of his own Commonwealth descending in the educational scale, he will not be indifferent. I shall not forestall the discussion that this theme should receive during the sessions of this Association, but merely insist that an essential element in a teacher's life is interest in general education, a feeling of personal responsibility for the highest mental condition of the greatest number.

My fellow teachers, if in the meeting of these three days we can encourage each other to determine, God helping us, that every pupil of ours shall be self-reliant and honest, that if he lacks enthusiasm it will not be our fault, that every year shall mark some growth in our own scholarship and devotion, and in the improvement of our State, this session will be memorable for more than having been held in these classic shades, and in close touch with the Pennsylvania Chautauqua.

CO-ORDINATION OF COURSES OF STUDY.

After the inaugural came a discussion from three standpoints of the above subject. The first speaker was Prof. IRVING A. HEIKES, of Plymouth, Pa., who considered the question from the side of Public Schools, as follows:

For the purposes of this paper, the expression, "Co-ordination of Courses of Study," shall be taken to mean such an arrangement of studies in various educational institutions of different rank as will facilitate in the highest degree the transition of a pupil from a lower to a higher school.

That such an arrangement is eminently desirable, will probably be conceded. It can scarcely be a question open for discussion whether the school and college life of a young man or young woman should proceed along a pre-arranged and well defined course from beginning to end, or whether it should for a certain period run with smoothness, only to have a rude shock later on when the student makes a change from one institution of learning to another. One shock of this character is one too many, but when the student passes through public schools, normal school and college, he may, apparently at least, if not in reality, at each change of schools either be called upon to travel again over a familiar road, or be made to pass along an unknown path with such rapidity as not to permit him to become acquainted with the territory traversed.

The question as it is apparantly proposed for discussion recognizes three grades of institutions, public schools, normal schools, colleges, and may be stated thus: What can these three classes of institutions do to aid, primarily, the student in making his progress steady and uniform, and in thus aiding the students, secondarily, to benefit themselves?

To me has been assigned the consideration of the part the public schools can and should play in this agreement, with strict injunctions not to encroach upon the province of the other two parties to the discussion. So, if perchance I trespass upon their private domain, it shall not be from sheer wantonness, but because a proper presentation of the sphere of action of the public schools demands it.

The educational institutions of Pennsylvania may be divided into two great classes, those under the direct care and supervision of the State, and those not so situated. The first class includes the common schools, the high schools, the normal schools, and we may fairly say the State College. The second class includes all other institution of learning.

Each of these schools was created for a more or less definite purpose. The denominational college was founded to further the ends of a religious sect. The preparatory school was called into existence to fit students to enter upon the proper college course of study. Local elementary schools were instituted to afford an education in the rudiments of knowledge, without which the average citizen would be seriously handicapped in his daily life. The State schools were of later growth. The common schools, supported by public taxation, were designed to take the place of the private elementary schools, and have almost completely driven them out of existence. The public high school and the normal school (the latter founded to supply teachers for the common schools) have crushed the life out of scores of previously flourishing academies, both sectarian and undenominational. In Pennsylvania, as yet, the effect of the State College upon the denominational college has not been serious. But, as has been pointed out by the Rev. E. P. Powell, in the June number of the *Forum*, in an article entitled "An American Educational System in Fact," the tendency is constantly toward the establishment of a State system of higher education, which must either adopt the existing higher educational institutions as a part of that system, or by setting up a new series of colleges and universities, weaken and perhaps ultimately destroy the

older. Which of these courses will be adopted in Pennsylvania cannot be predicted, and it is not the purpose of this paper to discuss that subject.

This then is the existing educational system in Pennsylvania. It is not a completed system. It is disintegrated. Not only is there no organic relation between the State system and the Extra-State system, but there is no correlation between the parts of the State system itself. How can these unrelated parts be united so as to become members of a living unit? Can it be done under existing laws by an agreement between the officers of the respective schools, or is additional legislation needed? While I believe it is possible that all the parties interested may come to an agreement, and work out a plan without any help from outside, it does not seem probable. If it be done it will be a weak confederation, liable to be broken by the slightest whim of any one or of all its members. Such a system, to be efficient, practically requires the sanction and force of law, with some master hand to administer its details.

Taking the view that we can incorporate the heterogeneous materials at present presented to our view into a homogeneous, rhythmic unit, the question is, "What can the Public School do to further the work?"

Hirtherto the reason for the existence of the common schools has been to afford an elementary education to the children of the Commonwealth, without respect to any future scholastic career. Practically every teacher does look forward to a higher course of study for his pupils, and nothing gratfies him more than to have his former pupils meet with success in a higher institution. It now must become a *recognized duty* of the elementary school to fit for the high school, and of the high school to fit for the normal school and the college; and on the other hand it becomes a duty for each of the higher institutions to accept the pupils oı the lower.

It has been truthfully said by our honorable Superintendent of Public Instruction that the High School in Pennsylvania is like the letter x in algebra; it is an unknown quantity. And one of our city superintendents has replied, with equal truth, that if the High School is the letter x, the Normal School is the letter y. And the same line may be continued by saying that the College is the letter z. There are high schools and high schools, there are normal schools and normal schools, and there are colleges and colleges.

Recent legislation has been passed looking toward evaluating the letter x. When courses of study in the high school must be approved by Superintendents of Public Instruction, and when properly qualified teachers must be employed, the position of these schools ought to be fairly determined. It cannot then be said of the high school, "Your instructors are unqualified to prepare pupils for admission to the normal school and the college; nor do we know what your course of study is, nor how thoroughly it is carried out." Such courses of study and such instructors ought to be demanded of the high school, and the officers of that institution cannot fairly object to it. But will such preparation be acceptable to the normal school and the college? Good Normal Schools and good colleges, by virtue of their reputation and of the preparatory department which each has attached (for the Normal School anomalously has its preparatory department too), are in a position to reject all applicants for admission from the high school.

When preparing pupils for college we know pretty nearly what is asked of us. We have certain requirements for admission specifically set forth, and we proceed to work along that line. Those of us who have passed through the college course know fairly well the important points and the relatively unimportant, and we prepare our course of study, and carry it out in accordance therewith. If we fail to *thoroughly* fit our pupils for any particular college, we feel reasonably sure that our candidate will be given a chance to show what stuff he is made of by being conditioned in subjects in which he is weak. And we feel if he is rejected that the fault is ours in sending him up for examination when not thoroughly prepared. We have a guide, and many of the better class of high schools have laid down their course of study along these lines; and the creditable entrance of scores, if not hundreds, of high school graduates into the foremost colleges, not only of Pennsylvania but of the United States, and their successful career in these colleges, attest the thoroughness of their preparation. I am now speaking of the better class of high schools, those entitled to bear the name. We feel that in this direction we have done good work, and we will, if our Boards of Directors authorize the proper course of study, do anything that may be necessary to equip our pupils for college work whenever we know definitely what is wanted.

Taking up the relation of the high school to the normal school, I hesitate. Almost every meeting of this Association and almost every annual meeting of the city and borough Superintendents of this State is prolific in charges and counter-charges between representatives of the public schools on the one hand, and the normal schools on the other. You are all familiar with these charges.

What can we high schools do? Our courses of study, barring the professional subjects, are almost parallel with the normal school course, and it would seem that here little trouble would be experienced in the transition of pupils. But right here is a bone of contention.

The trouble is that there must be an eval-

uation of the letter *y* as well as of the letter *x*. If there are to be different standards among normal schools, let us know it, and we will work accordingly. Normal schools, is it a possible thing for us to do the academic (not the professional) work of your junior year? Some of you say it is, and pass our pupils in the junior work. Others say it is not. Thus it is said that we cannot in our high schools fit pupils to pass in the subject of arithmetic because they are not mature enough; yet these same normal schools will take our grammar school pupils and graduate them in the same time that we graduate them from our high school. At the risk of wearying you I will give the following true illustration:

In a certain high school in this State three years ago, in the same class, were four girls as nearly equal in attainments and abilities as may be, and a fifth, who was weak. At that time, in the fall of '92, pupil number one went to a normal school, (let us call it A) from which she was graduated this summer. A year later, in the fall of '93, pupil number two, the weak one, went to another normal school, say B, and likewise graduated this summer. The following summer, '94, pupil number three went to school B, to take the junior examination, which she passed, but returned to her high school to take another year in order to graduate there. She, together with pupils number four and five, graduated from the high school this summer, whereupon pupil four went to school B, and pupil five to school A, to take the junior examination. The former passed with credit, but the latter, in no wise inferior, was rejected by the Faculty.

To review, pupil number one is now a graduate of a normal school after three years spent therein: pupil number two, an inferior pupil, is a graduate after a two years' course; pupils three and four, who finished the high school course, have junior certificates; but pupil five, a good pupil, must spend two years more at normal school A to graduate, requiring on her part five years to do what her classmate, in no wise superior, did in three. What, in the presence of such facts, can the high school do?

Now, let it be borne in mind, I do not claim that one of these normal schools was too exacting, or that the other was too lax. I do not say that the Normal School Course is too high or too low. I am not criticising that. But I do claim that owing to the indefinite position of the normal school, we cannot adapt our course of study to it.

It may be claimed that in a given time a student will do more and better work in a normal school than he can in a high school. That is probably true, and let it be granted. If, however, it be true that in three years a pupil remaining in the high school falls two years behind another of the same rank who goes to a normal school, then either the high school is criminally inefficient, or its course of study is radically at variance with the requirements of the normal school.

It need not be said that the pupil finishing the high school course and then taking two years to the normal course will make the stronger normal graduate. The same may be said of a young man who studies mathematics, language, science, and history until he is thirty years of age, and then goes to normal school. He ought to make a first-class normal graduate; yet such a course is not economical in time or money.

Clearly there is a point in the public school course where, from the pupil's point of view, it is most economical for him to sever his connection with the high school, and enter the normal school. The precise point will depend upon the particular high school and upon the normal school selected. If the pupil propose to go to a normal school of the type B, he may prepare to pass the junior examination. If, however, he is to go to a school of the type A, where it is practically impossible for him to pass the junior examination without residence, he had better leave the high school before he enters it, and then he will get through without loss of time.

So far as concerns any local work that may be done looking toward a co-ordination of courses of study, an association might be formed in each county of the principals of high schools, for the purpose of discussing courses of study and standards of scholarship. In this way some uniformity might be attained, and possibly much good accomplished. It must always be borne in mind, however, that a measure of this kind acts from the top downward, and that the character of any course of study designed as preparatory will be determined by the attitude and conduct of the higher institution.

I offer the following suggestions:

1. If the colleges consider the results aimed at to be worthy of effort, let them get together and appoint a committee to co-operate with committees representing the normal school and the high school respecively.

2. If the principals of normal schools are desirous of effecting a closer relation between these schools and the high schools, let them at their next annual meeting so declare themselves and likewise appoint a committee.

3. Let the city and borough Superintendents and high school principals at their next annual meeting appoint a similar committee.

4. Let these committees acting together prepare a comprehensive and explicit scheme of education, to be presented to their several constituencies, and perhaps to this Association. If the scheme cannot be carried out without additional legislation, let such legislation be definitely recommended.

The difficulties that I foresee in this plan are that the colleges, each inspired from

self-interest, cannot agree to any such compact. The strong college does not need it, and the weak one cannot enforce it.

The same difficulty exists on the part of the normal school. With no central authority to see to it that the terms of the agreement be kept, there will be bad faith on the part of some.

So far as the high school is concerned, who is authorized to speak for it? The principal or superintendent is the creature of the board of directors, and does not have authority to commit his school to any definite policy.

The brightest ray of hope I see is in the undigested plan of a legally constituted Central State Board authorized to correlate and classify the several State schools now in existence, to prepare courses of study for these schools, and to offer such terms to the private colleges as may be expedient, to become a part of this system.

Whether such a system would minimize the evils now existing, or would simply increase bureaucracy with its attendant ills, those who have had a wider range of experience can answer better than I. The State system in Michigan seems to be closely articulated. Doubtless it has its defects, but it is a system. Pennsylvania, in common with the majority of States, has a system in name only.

Until a broad policy be adopted, with some central authority to administer it, I fear that a co-ordination of the courses of study in our several educational institutions will prove to be an *ignis fatuus*, luring us on only to vanish when we seem to have it within our grasp.

DR. GEO. B. HANCHER, of Kutztown, considered the question from the side of "Normal Schools." This paper has not been received up to the time of going to press. It is possible that it has gone astray in the mails.

Dr. FLETCHER DURELL, of Carlisle, read the third paper on the question, treating it from the standpoint of Colleges, as follows:

When our theories and methods of education shall have been perfected, something like a final co-ordination of grades and departments of educational work will be possible. Too many ideas and methods are as yet in the region of debate to make possible at present any final and symmetrical organization of all parts of an educational system.

As a foundation to the discussion of the problem, let us briefly examine the question of the prospects and methods of educational progress. As our views of this subject become clear, the other question will become simple, and the best lines of effort will appear.

The most important question of the age, and the one which ultimately includes most other great questions, educational and no educational, seems to me to be this: A the methods which characterize our prese swift material progress, or something lik them, possible in higher realms, in educa tion and every element of the higher life

We are encouraged by the fact that som remarkable results are beginning to be pro duced in a realm higher than the mechan ical, viz., in practical biology. A Germa professor plants a seed of buckwheat i water and feeds it with the proper minera salts. He gets an astonishing result, plant nine feet high, weighing nearly 5,00 times as much as the original seed, and it self bearing nearly 1,000 new seeds. Withi the past 35 years, processes of market gar dening in Europe have been so develope by the use of glass and steam, that nea Paris, for instance, 2,000 acres (15 or 2 farms), cultivated by 5,000 persons (a smal town), supply that great metropolis wit vegetables and send a surplus to London Not merely one crop a year, or two crops but nine or ten, or even twelve crops a yea are raised. By the use of sunlight and reflecting walls, and acres of glass, Paris is supplied with mountains of grapes and fruit at all seasons, is inundated with flowers and deluged with perfume. Do we catch a glimpse here of new methods which will do for agriculture what steam and electricity have done for our merely material life, for all that pertains to motion, water, transportation, communication, and manufacture? Are similarly improved and more powerful methods possible in the higher life, the mental and spiritual?

It is plain that as yet in the higher life we are still plodders. Progress seems littl more rapid than it was centuries ago. Th bicycle is perfected and generally adopted al most in a decade. How slow by comparison is the progress of even a simple concrete edu cational idea like that of the kindergarten The trolley dates in the United States from 1887. What educational idea has been wrought out and adopted in the same time?

But it cannot be that less effective laws govern the higher realms. Rather it should be that the higher we go, the more effective the laws, the greater the ultimate energy of progress.

So I believe it will be, and that with this ultimate radical improvement of educational methods will come a satisfactory organization and mutual adaptation of features o our educational system.

The fundamental problem in this furthe development and organization of our educa tional system I believe to lie in the discover and thorough working out of a certain es sence or structure, which is practically th same in every branch of knowledge an action. Having mastered this in any on branch of knowledge, the students wil know that much about the essence of ever other branch, and great simplifications an added effectiveness of educational worl

should result. All knowledge will be but variations in detail from one fundamental essence.

In a general way this unit essence has been recognized, and to some degree used in the past. The philosophers have felt its existence and striven to reveal it to us. So humble workers have recognized it in scattered, haphazard fashion. I heard a preacher, who afterward turned his attention to cranberry raising, say that he found that making a cranberry bog called for very much the same labor as making a sermon. First, it was necessary to study all the ground, then to lay out the general divisions of the bog, then to work up each separately. The mental powers which he had gained in writing sermons could be at once and directly used in this new kind of work.

But the unity of essence found in these two particular kinds of knowledge and work exist in all other branches. Language is an algebra. Algebra is a language. Art is geometry, and geometry is art. All are symbolisms with common laws of relation to things. Knowledge of one is available in all the others. A young lady can use her knowledge of the esthetic structure of the Paradise Lost in planning a costume. A branch and a Cologne cathedral may be constructed on the same artistic principles. But the problem is to work out this unit economic essence in definite, practical, multudinously usable shape—to analyze it, define its parts, make them widely, swiftly, mechanically transferable, as are the parts of a machine-made watch.

If such a common essence of all branches of knowledge and action can be worked out in definite, clear shape, and widely applied—made a practical thing, as we Americans say—it should do much to solve current educational problems, and along with them the problem of the thorough co-ordination of grades of educational work.

It should do much to settle such questions as the order and relative value of studies, what branch of study should be taken up first, which will first and most readily give the student command of this general essence of knowledge. That branch of study is most valuable which will best give the student this command. These will vary for different minds.

It should do much to diminish the effort and time required to get an education.

It should add new flexibility and give a wider adaptability to our educational methods. These at present are shaped for the great middle class. Dullards and geniuses alike get little benefit from them.

It would do much to make all forms of education homogeneous and co-ordinate, early with adult education, formal with informal, man's with woman's, theoretical with practical. Business men, for instance, assert that it does not pay to take part in politics; it pays better to pay higher taxes and devote all of one's time to business. But in politics, if studied right, will be found the essence of all life, and to master this will pay for itself many times over, with clear, firm notions of education and culture. Materials for these are perceived to richly surround and permeate all life, and all life becomes a constant progress of higher development. A final examination does not become a mere permission to forget; a diploma is not looked upon as conferring a right to be henceforth ignorant.

In accomplishing some of these results, it goes far to solve the problem of effectively organizing together not only the departments of formal education, but of formal and informal as well.

We all know that such an ideal will not soon be realized. Nevertheless the study of such an ideal helps us in some degree in the practical problem of the best lines of effort toward an immediate, approximate solution.

Co-ordination of educational work is of three kinds: First, in spirit, second, in structure; third, in methods of work, textbooks used, etc.

1. *In Spirit.* If institutions could recognize this common essence of knowledge, accurately apprehend that part of it which it is the proper function of each grade to teach, this would give first of all a good co-ordination in spirit. Each grade of institutions would see the value to themselves of all good work done in other grades; but the interest of one grade is the interest of all; that for one grade to trespass on the work of another grade is to the injury of all. Among students in these schools there should result the same spirit and attitude. The student's desire will be to do each bit of work well, since this work is to be re-used in all succeeding grades. Smatterings and all work that must be done over will be offensive to him. He will come to work with far-reaching conscience.

2. *Structure.* The legal provisions governing the formation and relation of educational institutions. Two of the bills before the last Legislature, I regard as going a long way, by their provisions, toward a co-ordination in structure of our institutions. These are Senate bill No. 187, "To provide for the incorporation of institutions of learning with powers to confer degrees in art, pure and applied science, etc.," and House bill No. 93, "To regulate the establishment, classification and maintenance of high schools, etc." [Both these bills may be found in the last number of *The School Journal.*] The specific provisions of these bills are wise in themselves, and they are also very important for the general principles which they embody. They in effect, bring higher education under the direct general control of the State. They provide for publicity. They put a co-ordinating instrument in the hands of a central authority in the shape of financial appropriations.

In the educational institutions of the

Methodist Episcopal denomination, we have had the same evils resulting from lack of co-ordination, which characterize the general educational systems of some states. Some Methodist secondary schools have been trying to do college work, some colleges have been trying to do university work on the one hand and preparatory work on the other. By publicity and by withholding appropriations of church funds unless the work of an institution be properly done within a proper sphere, all are being rapidly and effectively co-ordinated. The provisions of the two bills referred to will do a useful work in the same way, if carried into effect.

The relations of State schools and private or Church schools should be readily co-ordinated, if we clearly recognize the essential function of each. The great body of educational work must be done more and more by the State. Our private academies and denominational colleges should become more and more the suggesters and experimenters in what is new. The relation of private schools to State schools should become that of the inventor to the propagator, that of discoverers and explorers to multipliers; each will then add new efficiency to the other.

3. Co-ordination in Methods, Books, etc. In the practical use of the educational structure, as distinguished from the formation of that structure—a recognition of that common essence in all branches, which has just been discussed, suggests solutions, or methods of getting solutions of the problems which meet us here.

For instance, it is the experience of most teachers that certain subjects, to be learned thoroughly, need to be gone over several times. But in the haphazard relations of institutions, these subjects have been learned over and over in the same smattering or same slow thorough way, with loss of time and energy in either case. But the relearning should be done in a progressive way. For example, in the public schools, in teaching arithmetic, as has been suggested, let the first notions of algebra be introduced. On the one hand, arithmetic will be made easier; on the other, when algebra is studied, the early notions will be made firmer by the relearning, and the completion of the subject thus, become much easier.

Again, a recognition of the essential relations of different branches of knowledge and work should give increased facility in accepting equivalents of work, and here again time and energy should be saved to the student. If a student has done a certain amount of disciplinary or mind-organizing work, let us accept it, if possible, even if the particular concrete department where it has been done be different from a prescribed one. Or, if he has done a certain amount of mind-expanding work, let us accept that. I am glad to say that in the college which I represent, even while advancing our requirements, there has been a distinct widening of the horizon in this respect.

The same principle enables us to adapt work for the more able students, and thus to save time for them. I am in the habit, regularly in my class-room work, of giving optional work to the more gifted pupils, in addition to the regular work. Thus they are often able to do twice as mnch work as the body of the class. This work is, in a reflex manner, a stimulus to the teacher. The regular presentation of it before the class is a stimulus, also, to the rest of the class.

It is a striking fact, that with our splendid American practical abilities, having put us in the front of the world in many lines of organized activity, our educational system should yet be inferior in practical organization to the educational systems of France, Germany and Switzerland. It is the essence of the American spirit to strip all forms, methods, habits, laws, of encasing shells of conventionality, to get at the vital, effective essence, even if this be a mere point germ, then to use this to the utmost in a freshly organized form. With a puff of contempt it has dismissed multitudes of limiting walls of tradition which have surrounded Old World methods. Applied to politics, it has given us a government which has changed all civilized governments. Applied to practical affairs, it has given us the greatest material civilization the world has ever seen.

It has never been applied to education, and it is just what we need to apply there to determine essential practical essences, and to properly develop and organize them. We need an American revolution, and the framing of an American constitution in all lines of this higher life, and in education first of all. We may thus work out something in higher realms, as well as in business and government, which the whole world will be glad to use.

The very oyster can be educated. Ignorant oysters dredged up out of the deeper sea, will at once open their shells, gape, lose water and juices, and shortly perish. But oysters taken from shallower water, having had a more varied experience, are too wise to do this. Accordingly, in France there are oyster schools. By exposure, at first shorter, then longer, oysters are trained to keep their mouths closed, so that they can be sent on long journeys to distant markets. If the dull mollusk can be thus educated, what wonderful powers lie latent in the poorest human brain, if we can but discern and arrange the right methods of developing their powers.

There are certain little insects called *acari*, which are without eyes or special organs of vision; yet they are most active creatures, and prey upon other insects, some of them very agile. Though they have no eyes, their whole substance seems to be optical. They see out in every direction; every cell and fibre is visual. These little

insects are faint suggestions of what the educated soul should be—its whole substance optical, and not only optical, but auditory, gustatory, saturated with every sense and brain power.

The *acari* are humble insects; we are men and women. They are predatory in their instincts, parasites upon parasites some of them. We have the great law of love to guide us. Their wonderful powers, gained thus humbly, are an inspiration to us with our far greater opportunities to gain for ourselves and to help others to gain far greater powers.

DR. BURROWES MEMORIAL.

DR. J. P. MCCASKEY: Before proceeding to the matter which I rise to present, I desire to thank you, Mr. President, for your timely and admirable inaugural address. Such strong words as you have spoken are needed in the primary school and in the college, and their influence should be felt far and wide. In saying this I feel that I but voice the sentiment of all the members of the Association here present, and I speak for them also when I say, "I thank you." The immediate subject which I wish to present at this time is one that has been too long deferred. It was before this Association many years ago, with universal approval. A large committee was appointed, but beyond that nothing was done. Let us now take vigorous hold, and push it forward to completion. I move the appointment of a committee whose duty it shall be to provide for a suitable memorial to commemorate the public services of the first President of this body, Dr. Thomas H. Burrowes.

The motion was agreed to, and the following committee appointed: Messrs. J. P. McCaskey, N. C. Schaeffer, M. J. Brecht, Geo. M. Philips, Geo. J. Luckey.

CHALK TALK.

PROF. GEO. E. LITTLE, of Washington, D. C., gave a brief talk on Drawing, illustrating the association of forms and ideas, which was amusing and suggestive.

DR. H. F. BITNER, of Millersville Normal school followed, reading a long and interesting paper on "Natural Science in Schools." We have not yet received a copy of this paper—up to the time of going to press.

The Association adjourned to meet in two sections for Round Table Work at 6:30 o'clock.

ROUND TABLE—AUDITORIUM.

IN the Auditorium the 6:30 session was given to Primary Work, the chair being gracefully filled by Miss LELIA E PATRIDGE.

In opening the meeting she said this department had in charge the most important work of the session.

The safety of the country depends on the child, which we primary teachers have in our charge. It is only of late that we begin to realize that the child is not simply an undeveloped man, but a complete being in and of himself. He is no more an undeveloped man than spring is undeveloped summer, or autumn undeveloped winter; but is mentally, morally, and physically a complete being. There are certain powers that reach their highest development in childhood, and afterwards decline. A recent discovery in physiology is that the muscles of the forearm are strongest in a child at birth, his grasp being sufficient to sustain his whole weight even at that period. This is a good illustration of the fact that the child is a perfect personality or human being. This being true, much of our primary education needs changing. On what is gained or lost during this period depends the degree of development in after years; and unless the child has the greatest possible opportunity, the man can not possibly reach to the highest development. Hence the Kindergarten has long been thought to be the proper foundation for our public schools, and as the representative of a city which has come to be regarded as a Mecca for primary teachers, the president introduced Supt. D. A. HARMAN, of Hazleton, Pa., who read the following paper:

LIMITATIONS OF KINDERGARTEN WORK.

A decade ago Kindergarten principles were so imperfectly understood, and the great body of teachers knew so little of its practices that methods of instruction were influenced but slightly, if at all, by them. Indeed, in the minds of most educators, the Kindergarten was farther removed from the Primary school than the High school was from the University. To-day the Executive Committee of the State Teachers' Association feel that it is necessary for the teachers of Pennsylvania to discuss "The Limitations of Kindergarten Work," thereby implying that Kindergarten methods are unduly influencing the regular programme work of the schools. Just what danger is perceived or apprehended is not indicated; it may be well, therefore, to note briefly some of the

foundation principles of the Kindergarten, its spirit, and its methods, that we may intelligently judge whether there is anything sufficiently defective in them *per se* to cause apprehension, or whether the danger lies in the manner of their adoption by teachers.

Throughout all his works Froebel repeatedly reminds the reader that childhood is the seed-sowing time, and calls upon all who have the care of children to recognize the delicacy of the soul with which they are dealing, and to encourage it in healthy, vigorous, spontaneous growth. In addressing some distinguished educators he emphasized the importance of the proper training of children in these words: "Losses which have taken place in the first stages of life, in which the heart-leaves—the germ-leaves of the whole being—unfold, are never made up. If I pierce the young leaf of the shoot of a plant with the finest needle, the prick forms a knot which grows with the leaf, becomes harder and harder, and prevents it from obtaining its perfectly complete form. Something like this takes place after wounds touch the tender germ of the human soul and injure the heart-leaves of its being." Here he turned to his pupils who were present, and said, "Therefore, you must keep holy the being of the child—protect it from every rough and rude impression, from every touch of the vulgar. A gesture, a look, a sound, is often sufficient to inflict such wounds. The child's soul is more tender and vulnerable than the finest or tenderest plant. It would have been far different with humanity if every individual in it had been protected in that tenderest age, as befitted the human soul which holds within itself the divine spark." We all agree that the early years of a child's life are the most important for purposes of education, for, "during that time tendencies are given and the germs of character are set." What is more necessary than that these tendencies should be carefully, conscientiously, lovingly directed, not alone by the Mother and the Kindergartner, but by the Teacher as well. All alike must be deeply conscious of their responsibility in "preparing the mind to love truth and goodness," and in laying unyielding foundations for the future superstructure.

It is not, however, in the moral training alone, that Froebel is interested. He had a comprehensive idea of education, and purposed that the child should get physical and intellectual, as well as moral culture. "We learn by doing" was much more than an educational maxim with him, it was the motto that influenced his entire system. From the time of Plato and of Plutarch, both of whom recognized the value of self-activity in their schemes of education, until the beginning of the present century, educators had taught the doctrine of "growth from action:" it remained for Froebel, however, to make it the central thought of a complete system aud to devise methods by which the *capricious* self-activity of the child should be made *rational*. Rabelais had caught a glimmer of the truth; Fenelon misconceived it; Locke recognized its need and appreciated the spontaneity of the child; Froebel seized upon these instinctive tendencies and so directed them as to develop in the child a true spirit of freedom in the enjoyment of a healthy body, a pure heart, and a clear and acute intellect.

In discussing this principle, inspector Hughes has said, "Action in response to the child's own will is the highest agency in mind growth. The action of the child's will may begin with unconscious imitation, but even the action resulting from unconscious imitation is much more productive of individual growth than action in obedience to the direct suggestion or command of another person. The Kindergarten is the only educational system that fully recognizes this fact and the equally important related fact, that the child should perform this complete educational process from the beginning of its educational course. The Kindergarten rejects passivity, but recognizes unconscious growth of the mind, as it does unconscious growth of the body. The Kindergarten is based on active receptivity, active reflection, and active execution by the child; and most important of all, intellectually, it makes active or independent execution of original purposes by the child, the foundation of the definite growth of its receptive and reflective powers." Hailmann, in his notes on the "Education of Man," says, "Self-activity, in Froebel's sense of the word, implies not merely that the learner shall do all himself, not merely that he will be benefited only by what he himself does; it implies that at all times *his whole self shall be active*, that the activity should enlist his entire self in all the phases of being. Froebel lays more stress than Pestalozzi on spontaneity of action, on the adaptation of all activities to the child's power, and on the full-hearted, sympathetic, active co-operation of the teacher." Dr. Harris, also, in his Editor's Preface to the same book, says, "Froebel's aim is to educate the pupil through his self-activity. The child is to begin with what he can easily grasp. That is well. But he must also begin with that which is attractive to him. The best of all is to begin with that activity which, while easy and attractive, leads him forward, develops all his powers, and makes him master of himself."

These foundation principles of the Kindergarten, I reaffirm, are just such as are recognized as fundamental by the teaching fraternity everywhere, and cannot, therefore, be the source of dissatisfaction among educators with the Kindergarten in the school. It may be argued, or objected, however, that these principles apply only to children of Kindergarten age, and were never intended as the foundation for a complete system of training. I reply first, that

those who so argue have a misconception of the scope and purpose of Froebel's theory of education. In confirmation of the assertion of its comprehensiveness, read Dr. Harris' preface to the "Education of Man," and Dr. Hailmann's translator's preface, p. xvii, to the same book; secondly, there are no psychological principles adapted merely to childhood. A correct psychology propounds principles that are as true for the man as they are for the child. The expression "Child Psychology" is a misleading term. McLellan expresses the truth of the matter in this statement, "The principles of the Kindergarten are distinctive only in their *application*, under specially favorable circumstances, to a certain stage of human development. There can be, then, no doubt as to the soundness of the principles of the Kindergarten in their application to regular school work.

The methods of the Kindergarten are so familiar to the members of this Convention that they need no formal exposition. Before proceeding to consider whether or not they are applicable to the public school, let me ask whether there was any special need of reform in school-room methods.

In my childhood, we were sent from the freedom and love of the home, from the sunshine and the flowers, from the singing birds and murmuring brooks, from an extended and sympathetic contact with nature in fields and woods, into the restraint, the gloom, the discomfort, the confines of the school-room, where there was nothing for busy hands to do, nothing for active minds to engage in, and nothing for responsive hearts to love.

Sometimes through fear of punishment we sat throughout the long hours upon benches without backs, swinging our feet in the air, not daring even to draw a picture upon the slate; under other teachers, less severe, but probably not less conscientious, we played all imaginable pranks and learned how to be utterly disobedient. All love of inquiry was early crushed out by assurance that we would know all about it when we were older, or by a stern and cruel rebuke to what was termed our "inquisitiveness." In later years, however, teachers began to realize that there was a terrible loss of time to children schooled in the old way, and that they were inculcating habits of indolence that worked irreparable injury to them in after life.

It was then that the horrors of the pencil craze began. Every spare moment of the child had to be devoted to writing reading lessons, spelling lessons, addition, subtraction, multiplication, and division tables, drawing, Roman notation, Arabic notation, misspelled words, each written a hundred times, etc., etc., *ad infinitum;* and when the ingenuity of the task-master was exhausted in providing for the activity of the brightest and best, they were told to "rub it out and do it over again." These skillfully-devised schemes of pencil torture produced a hatred of school and a whole army of near-sighted, crooked-fingered, round-shouldered, hump-backed, narrow-chested, and otherwise deformed children.

The reaction from this abominable practice originated in the Kindergarten. The perfect freedom and delightful occupations of the little ones there were in striking contrast with the restrictions and the oppressive tasks of their older brothers and sisters in the schools. Thoughtful men and women began a more careful study of Froebelian principles and methods, with the hope that their beneficent influences might be extended to the public school. For evident reasons, the school could not be taken into the Kindergarten, but it was believed to be both scientific and practicable to adapt many of its methods with proper modifications to the school. And why should this not be so? If, as we have tried to prove, the principles upon which the system is founded are correct in theory, and the methods which illustrate them are so conducive to the happiness and normal development of the little ones, why should not teachers so modify them that they may, not *adopt* them *for* their grades, but *adapt* them *to* their grades?

Mrs. Peabody, of N. Y., in a paper entitled "The Connection of the Kindergarten with the School," shows that Kindergarten methods greatly influenced the practice of the school-room long before the teachers themselves realized it; and argues that by a natural expansion of its principles, elements and methods, the Kindergarten System should be extended to the school, and be made the means there of a natural educational treatment for several years.

In his "Applied Psychology," Dr. McLellan asks this question: Can provision be made in Public Schools for the working of Kindergarten principles and methods? In order to answer this question he discusses the aims of education in its three great departments, physical, intellectual, moral, and tests the methods of the Kindergarten by a scientific application to each department. His conclusion is that, in true Kindergarten work, the laws of early psychical development are closely followed, and that its methods should be introduced as far as possible into every public school. "Happily," says he, "many of the Kindergarten exercises which are designed for the development of intellectual power and of skill, and which incidentally, yet powerfully, aid in moral culture, readily lend themselves to the modifications necessary to their introduction into public schools." He then proceeds to show what exercises of the Kindergarten may be adapted to school work, but confines his illustrations almost exclusively to industrial lines. He sums up his observations of schools in which these modified forms of Kindergarten work have been adopted as follows:

1. The pupils have a much higher degree of intelligence.

2. They have a greater power of concentration.

3. They have a much better command of language.

4. They do better in Arithmetic, getting the first ideas more readily, and also conceptions of fractions.

5. They learn more easily the forms of letters and words, and hence reading comes easier.

6. The exercises have completely displaced the idea that school is a pleasant place to go from.

7. The little ones being delighted with the school, the interest of parents is awakened ; and the interest of the parents "helps the teacher to make the school."

Dr. McLellan, however, fails, it seems to me, to emphasize the most important phase of the Kindergarten spirit that has been carried over into school work and is making itself felt as a mighty influence in awakening in the child a love for Nature. Froebel's gifts and occupations are particularly adapted to bring the child into proper relations with his environments and to reveal to him the truth of the law of "unity in diversity"—the foundation stone of the Kindergarten system. He says in a letter to one of his patrons, "I would educate human beings who with their feet stand rooted in God's earth in nature, whose heads reach even into heaven and there behold truth, in whose hearts are united both earth and heaven, the varied life of earth and nature, and the glory and peace of heaven, God's earth and God's heaven."

In Mrs. Peabody's essay, referred to above, after explaining the philosophy for the gifts and occupations, she introduces her scheme of the adaptation of Kindergarten methods to the school in these words: "The principles, elements and methods of the Kindergarten remain and are ready for unlimited use. To the educator who looks away from what is established to what, by some changes in the school, might be established, it is clearly evident that these can be the guide in laying out a scheme of education in which the Kindergarten would prepare for the school and the two would be united. A scheme, perfect in its progress and application, can only be reached through actual experience; but if natural principles can be kept in sight, they will continuously guide us in what should be done and act as tests of whatever conclusions we reach."

Then follows a series of lessons in which the whole realm of nature is canvassed in order to bring the child into warm and loving contact with his fellows and all other created objects, and with creation's God.

If, therefore, the schools have anything to fear from the introduction of Kindergarten work, the cause of the alarm must be sought elsewhere than in its principles and methods as applied in the Kindergarten and those schools where its true relation to educational training is understood.

The truth is, ladies and gentlemen, so much has been made of methods and devices, both in instruction and school management, by Normal schools, Institute instructors, and educational books and journals, and so little has the necessity of foundation principles been insisted upon, that many of our most earnest and conscientious teachers are little more than automata in applying methods. What is needed is an intelligent study of the ground-work of education by the great body of teachers, and then superintendents and other directors of educational forces will not need to study how to limit teachers in their practices, but can employ their talents and energy in solving the difficult questions of how to accomplish the general purposes of school training, and to do the best for the almost numberless boys and girls who should have the individual attention of teacher and superintendent.

Thus far I have endeavored to demonstrate that the principles of the Kindergarten and its methods are not only sound in theory, but that an extension of them can and ought to be made into the school. The only stipulation that I make is that they should be thoroughly comprehended by those adopting them, and that they be modified according to conditions existing in the schools into which they are introduced. Here I would prefer to stop, but to do so would not meet the requirements of the subject assigned.

There should be no necessity of indicating limitations, and yet I can understand how certain evils could follow the introduction of this work, if thoughtlessly done, and so it is proper that we should devote a few minutes to a consideration of what they might be. Conditions are so different, however, that it is not practicable to say just when such methods shall be used and in what grades their use shall be discontinued. The change from childhood to youth and from youth to manhood is so gradual that no one can indicate when the transition from one stage to another took place, and yet we know that those changes occur.

Just as there is a period of giving up childish playthings in the experience of the boy, so there is a time in his school life when the use of splints, mats, lentils, blocks, etc., is both distasteful and harmful, and the teacher who continues to employ such childish devices after that period violates one of the simplest laws of pedagogy. Children not only tire of objects, but their unnecessary use encourages indolence upon the part of the pupil, and he learns to look to them for assistance when he should command his mental energies. Thus in numbers, instead of compelling the memory to do its legitimate work, he idly turns to his splints or his blocks to determine sums and products; or he seeks in con-

thods the answers to conditions in s that he should be proud to dis- ırough an exercise of his mental Such practices are serious mistakes ıers, but I fail to understand how ı be charged against the Kindergar- em with any more propriety than se of other good methods and de- n be attributed to their authors. t is they are mistakes of teachers likely to misuse any method, be- ıey have no comprehension of the es involved.

ɔly the apprehension of the abuse ete methods is not so great in the f some as is the element of play so nt throughout all Kindergarten ex- And yet if teachers would but e question, they would find in the an philosophy a perfect adaptation natural propensity of the child to timate work of the school-room. he spontaneous, undirected activity child, with no special purpose in t is an ebullition of animal spirits. ı the Kindergarten sense, is play to some particular end by the and is engaged in by the child wil- oth for the sake of activity and of g to be accomplished.

in the usual acceptance of the term, tivity consciously engaged in, for a ır purpose, and may be with or the element of pleasure in the Now, as involuntary attention in d may, by proper direction of the r, gradually become more and more y, until finally the man delights in ers of abstraction, so may this pro- to play be directed and utilized, at the child once did as play for the play, he now engages in from and finds more real joy in the latter the former.

entering the school the boy lives in sphere of play. It is instinctive ı as it is with all young animals, ıke him from this atmosphere and ɔon his changing this normal state tering the school room, to require maintain certain positions of body considerable length of time and to ish unnatural tasks is positively We frequently hear expressions of caged birds and other animals, and ıers sometimes ask and expect that little children fresh from the free- the home and the Kindergarten, lds and the playground, as full of activity as any other young ani- ll give up all their liberty, curb all opensities, and suddenly be trans- nto paragons of behavior and studi- in the school-room.

ıoughtful teacher need not fear to he element of play to enter largely programme of primary work, if he m from the Kindergartner how to s propensity into proper channels; for little by little they will learn that there is a delight in acquisition, that there is a rich pleasure in the pursuit of a desirable end, and that the more earnestly he strives, the greater will be his joy both in the doing and in the attainment. I repeat that the teacher who sees this relation of work to play need have no fear of making the school-room just as full of play, as bright and cheery, as are the dear children who joyfully welcome him each morning and regretfully part from him in the evening.

I have not attempted to place any positive limitations, you will observe, upon Kindergarten Work. I have said that its methods, like any other good ones, may be employed to the disadvantage of the child-mind, and I have indicated where danger may exist. My preference in the discussion has been to follow my convictions upon the question, and therefore to present reasons for an enlargement of this kind of work. I have so much faith in its principles, I have seen and heard so much in its favor, I believe so heartily in the freedom and happiness of the children, and in the adaptation of methods and devices to grade and individual needs, controlled so largely by immediate circumstances, and above all, I have so high a regard for the intelligence, earnestness, and conscientiousness of the great majority of teachers, that I cannot specifically limit them in their school-room work.

The discussion of this paper was postponed until after the following paper had been read by Supt. ADDISON JONES, of West Chester, on the

IDEAL PRIMARY SCHOOL COURSE.

In speaking of primary schools we understand that the first four years of school life are meant; the second four years being designated as the grammar school period. In Pennsylvania the child enters at the age of six years, and his primary course continues until he is ten. The ideal course for the primary schools is one which will make the child strong, honorable, and self-reliant, and which will give him the best foundation for the superstructure of the grammar and high school courses; and at the same time give him whose education is in great part completed at the age of ten, the best possible fitting for his battle in life.

The ideal primary course is the one by which we can accomplish what is indicated above, with the teacher, pupils and appliances we now have in our schools. The compulsory school law will enable us more nearly to reach our ideal; since the truant will disappear from the face of our school roll, and the irregular attendant will be with us always. When the child enters school he has learned in his home and from his environment, spoken language; he has also observed many of the phenomena of nature, and has a vocabulary large enough to express what he desires to say. He is eager

to learn about things, and equally eager to tell what he knows. As the child knew more at five years that at four, so at six he knows more than he did at five. To keep on with the progression, the process of learning must be continued by wise direction and not by sudden check and starting on a new basis. The accumulation of ideas, and language for their expression must be continued, and ought to go on without a jar. The observation of objects and phenomena about him should be encouraged. If rightly conducted the process of learning will not be wearisome, but will be an unfailing source of pleasure. It is essential to have the primary course so arranged that the young pupil will not feel the confinement in the school-room, and that he will be as happy in school as he has been at home when kept in the house during a rainy day.

I feel the greatest pity for the six-year-olds on the first day of school, when they have learned a word, or it may be a sentence, and then are told to sit quiet and study their lesson.

Language teaching should be a prominent part of the primary course. Lessons must lead the new pupil to tell what he knows, to get new ideas, and learn how to express them. Facts in history, physiology and geography can be learned. From his infancy he learned to express his ideas as he received them, now he will grow in his language as he has ideas which seek expression. I place as an excellent means of teaching language a series of nature lessons. It is of much importance that the child should learn to observe the mineral, the plant, the animal, and then tell truthfully what he has seen. He will observe carefully only what is of interest to him. If he is taught how to observe he will not only see much more, but he will soon inquire for the reason why. One point which is nearly always necessary to teach, is to hold the child to one object or group until all that can be learned, is seen. From nature lessons the child gets ideas, from the ideas, expression in language. But more than this he gains knowledge which ought to be definite, and it will be useful. The fundamental ideas involved in the study of geography can be reached in the nature lessons before geography as a science is taken up. Many of the facts in botany may profitably be taught; the illustrations for the beginning of mineralogy and geology may be found by the pupils in the most densely populated districts of cities—-while the clouds, the sky, the sun, the stars, and many other objects all pupils can see. Insects can be brought to the school in bottles, snails in boxes, birds in cages, frogs in cans. The live teacher has a world of objects from which she can make orderly selection for observation lessons.

In all of the language lessons, the pupil must do his own seeing. Profit comes to the child only as he sees for hims finds expression for the fact. Wher of an object has been observed, and tl does not have the name, that is the give the proper name, the technical r may be. The name as given and p lar part will thereafter be associated. parison and contrast will do much the memory and fix the names.

Lessons in language are given fro tures and events, from poems and Care must be taken so that the les this branch and others are relatec language work will necessarily be first. When the pupil can write, hav written in part. In the third and year much should be reproduced in v but by all means have all statement orally, then written. As one of the bi of the primary course, I would pla guage. This is not a new branch child entering school—simply a pro into a more scientific course.

Much of the work in language wi directly from observation lessons, will be the basis for the study of geog botany, physiology and hygiene, n ogy, geology and astronomy. W learned in these subjects must be re until memory will hold the facts and The language lesson and the science are so closely related that they will only one recitation until the pupil ca easily. In the second year, the obse comes first and the language lesso outcome of it. The purpose of the o tion lesson is: 1. The cultivation of serving faculties; 2. Assistance to a understanding of other subjects; 3. sition of facts as a basis for study sciences; 4. The development of a the beautiful in nature; 5. Ideas in the interests of the child will find sion in suitable language.

We cannot measure the results of o tion lessons if they are rightly con Dr. Henry Sabin says: "First awak iosity, and thus induce the child to o from observation he gains kno through knowledge comes the powe pression; and let the entire exercise ter to his pleasure. But teachers ca this without study and careful prepar

As another branch for the primary I have observation lessons the fir years succeeded by lessons in geog hygiene, and kindred subjects the r ing years of the course.

The child is ready for the pencil per, or the slate, the first day of He has spoken language, but language must now be acquired. T frequently err when they have sma dren to write fifteen or twenty min one time. Writing exercises a set c cles never so used before, and soon p weariness. Instead of one long pe writing daily, have three or four periods. The art of writing legibly

be acquired as early in school life as possible, because it is of direct assistance to the other work of the school, and because it can be acquired as readily early as late in life. With proper care and much practice there need be no writing lessons after the primary course. There will, of course, be much writing and there need be care and some direction, but no period set aside for writing as such.

Reading is a branch that we must carry all through the primary course. Scarcely anything else can be well done unless the child reads intelligently. It is therefore of the utmost importance that we make good readers and that we acquire the art as early as possible in the course. First of all we need to beget interest in the child, and then that interest must be maintained. Silent reading is thought-getting. Oral reading is getting and giving thought. To get thought from the printed page, the child must recognize words, know their meaning and be able to pronounce them. He must have a vocabulary of known words. Any educational means that will produce good readers in shorter time than is now occupied in teaching it, will help to make learning's hard path more nearly a royal road. Objects, pictures, the free use of the blackboard, are invaluable aids. Reading is so much a basis for all else in school that we take much time for it. Have formal reading lessons several times daily. Let the language and observation lessons also form material for reading. If the reading is well taught the first four years, the child can pronounce and spell a large number of ordinary words, including those in use that are so unusual that they must be spelled by sight and those that are spelled in accordance with phonic laws.

At ten years he can lay aside the reading book as such. He will still be learning to read, but it will be in connection with other lessons. Reading will be continued in the grammar grades, but there it will be taken for the purpose of acquiring facts in history, geography, physiology, and literature. New words will constantly appear, but the dictionary will be a ready aid for pronunciation and definition. The importance of pushing reading in the primary course is essential to the success of the entire work in the grammar course.

Then for another branch of the primary course, I shall place reading. Reading and writing should be the leading studies of the first four years of school. They are not so much ends in themselves as means for the acquirement of all other learning.

Closely connected with reading is spelling. The words of the child's vocabulary, including the words of the reading lessons, must be mastered in the primary school. As early as the second year phonics should be taught, so as to give some independence in pronouncing new words. In the third year a spelling class should be formed, and spelling should be taught, the words selected from the vocabulary of the child and the books read. Spelling is a subject that will not take care of itself. A few years of careless supervision and teaching will make schools of bad spellers. The primary school cannot teach all the spelling. I would plead for the spelling book in the grammar schools in the hands of the pupils. We need earnest, energetic, zealous teachers to teach the spelling classes. We need to be good spellers, and I believe there is only one way to become such.

Form work and drawing, including color, should be taught from the child's entrance into school. It has a place in the primary school, since it is useful as an aid to other branches; it is a recreation to the child to make something; and it is valuable as a culture study. It is true, however, that some of the best German schools do not introduce drawing until ten years.

The child may get the idea of number the first year, as he gets other ideas. When the occasion to use "two" arises, teach it as you would "red" or "oval." In this way he will pick up many number ideas, and when we come to teach numbers systematically we will arrange these ideas in order, just as when we come to teach "form" we will give him "oval" or in color "red." I would say, have no number class the first year. It will be as well not to teach number formally until the third year. The number idea is difficult to get, even in its most concrete form; it requires good judgment and close reasoning, of which small children are not capable. With ability to read so that language can be understood, manual dexterity to make figures and write, and a mind trained to thought by science work, the child will be ready to take up formal number study in the third year. Progress will be rapid and, I believe, satisfactory, and at the end of the fourth year he will work even in arithmetic with those who began it the first day they entered school. Through the third and fourth years, arithmetic is a subject of daily study and recitation.

Vocal music needs some time from the first day of school through the course. It is a means of relaxation and a valuable addition to the course of study.

PRIMARY COURSE—FOUR YEARS.

Reading—Four years, with several lessons daily.

Writing—Four years, with several lessons daily and careful oversight of all written exercises.

Spelling Lists—Third and fourth years, words selected from reading, language, and child's vocabulary. Four lessons a week.

Language—Four years, beginning with oral recitation, merging into written work as soon as penmanship of pupil will allow. Daily lessons.

Drawing—Ten minutes daily first two years. Fifteen minutes daily third and fourth years.

Vocal Music—Ten minutes daily.

Observation Lessons—Two lessons daily first half-year. One lesson daily, second half-year. Four lessons a week, second year.

Geography—Oral lessons, three days a week, third year. Lessons from text book daily, fourth year.

Hygiene.—In connection with observation lessons, first two years. Twice a week in third year. Twice a week in fourth year, with book.

Arithmetic.—No formal lessons first two years. Daily lessons and recitation during third and fourth years. Book in pupils' hands, fourth year.

The above course is practical. It includes what is essential to a foundation for future studies. It will, I believe, lessen the number of branches in the grammar school course. Reading and writing need not be taught as such. The work done in the primary schools can and must be well done.

In many places the inexperienced teachers are placed in the first-year rooms. Instead of the very best teaching where it is most needed, school authorities are satisfied with medium teaching, and in consequence the system of schools is crippled.

A discussion of the methods of teaching and the course of study in primary schools I trust, will cause its importance to be more generally understood, and the work to be more carefully graded.

Supt. McGinness believes in Kindergarten work, so long as its application is intelligent. But those who visited the Chicago Exposition saw that there was a tendency to carry the Kindergarten methods into the grammar grade, a tendency to let mechanical operations take the place of thought. The spirit of the Kindergarten should go through all grades, but the application of its methods must be guarded, and in this consists one of its limitations. Some powers of the child reach their highest development in three years, and methods for their development should not be continued until the age of six, only to weaken the mind by allowing mechanical work to replace intellectual effort. After the mind has power enough to work in the abstract, the concrete should be cast aside; but this is not always done.

Supt. Harman agreed with what had just been said, but thought there is so much good to be gotten out of Kindergarten work that it justifies the risk of misapplication. He has too much faith in the general intelligence of teachers to have much fear from that source. If good methods are to be cast aside on account of some teacher's poor application of them, we would have to stop. He had seen great good and very little evil aris from these methods.

Prof. Spayd: Would not the limitatio come when occasion ceases, when th mind has sufficient grasp to get ideas b words alone, without objects? For in stance, we do not use Kindergarte methods with a high school boy, becaus he has enough power to dispense wit objects to aid him in his thinking.

Supt. Harman knew there is danger the pupil's doing his work indolentl with blocks, when he should be doing by his unaided mental powers. Th time to dispense with them must be d cided by the teacher.

Supt. Smith had noticed that in th course suggested in Supt. Jones's pap one of the "three R's" had been omitte during the first two years. He tho oughly agreed with this arrangement.

Prof. Noetling agreed with Supt. Jone except so far as the plan for number wor was concerned. It is no more difficult t teach numbers than anything else to young child, He believed in making a writing an exercise in penmanship, the only successful way. No sloven work should be allowed, and writing wi soon be learned. He thought that in th preceding discussion concrete teachin and Kindergarten methods had been co fused, and he now called attention to th distinction between them.

ROUND TABLE—PAVILION.

HERE the time was given to Seconda Education, the chair being filled by Pr J. L. Snyder, of Allegheny.

The first paper was by Prof. S. E DEAN, of Mt. Carmel, on the

QUALIFICATIONS OF HIGH SCHOOL TEACHERS.

The true work of the High school is n to fit pupils for the Normal school nor t college, but to develop the man and woma Hence, since the blind cannot lead the blin the first requisite is that the teacher be man or woman with that strength of cha acter, that purity of life, that enables him develop in his pupils the child-like spi that seeks the fountain of all wisdom a light.

We have all learned that our Hi schools are full of imperfections, and need men who are able to take them as th are and raise them, leading the communi to desire better high schools. They for the connecting link between the elementa and the higher education. They recei

children at a critical age, having often been poorly taught, unsystematically developed, or dwarfed, and if these are ever to be started in the right way the High school must do it. If the teacher be clear-sighted, broad and strong, they will be given an impulse that will live forever. The child recognizes the touch of the master, and the water that he gives will be a well of water springing up in life.

Most high schools are the creators of the literary atmosphere in their communities, and, as such, elevate or degrade them. The teacher of such schools who holds the double position of teacher and superintendent needs executive ability to direct the whole system. The high school teacher needs a large and accurate knowledge of the subjects taught. He needs to be able to go outside the text-book and teach things. He is to be an "artesian well of general knowledge," and not a little force-pump, drawing from a book alone, and at the same time remembering that pupils are not jugs into which immeasurable stores of wisdom can be poured.

We think of a high school teacher as having the sublime knowledge of awakening the dormant powers of original thought that poor, cheap teachers have failed to arouse. He should be able to find the diamond, however much disguised.

Ability to illustrate is increased by wide knowledge. It enables the teacher to meet the varied wants of his classes and lead to a living knowledge that will bear fruit. While education and talent are essential, yet they must be accompanied by the ability to impart knowledge. The teacher must also love his work.

Severe discipline does not alone secure the result sought. There must be winning as well as controlling, and controlling as well as winning. There is a treasure store in every man which the teacher who holds the magic key may open and develop, bringing the pupil into sympathy with earnest, hard, successful work. He may thus reveal to his pupils the rich fields that, but for such aid, the latter would never have known. Happy the teacher who has an inexhaustible treasure-house of rich facts, a mine of incidents and illustrations, at command, to vivify and impress his teaching.

Properly qualified high school teachers should be able to lead out the pupils into the world of nature, and impart to them a love and enthusiasm for knowledge. An earnest teacher, in love with his work, will not regard time thus spent as a sacrifice, but a pleasure. As a live man cannot stop breathing, so a live teacher cannot rest unless he sees his pupils grow. With the love of knowledge in his own heart, he will be able more successfully to implant it in that of his pupil.

Perhaps we do not sufficiently recognize in Pennsylvania which is needed for High school work. The Normal schools are doing a great and invaluable work; but their elementary course is not enough to prepare pupils for high school teachers. The limitation is too narrow: a teacher with no more preparation than that gives cannot arouse the same enthusiasm, or teach with the same power, as one who has had the wider experience of a first-class college. From the high mountain top one can see further, and so grow broader. The scientific course in the Normal schools might be arranged and widened with advantage.

So far with reference to the high schools in our smaller towns. When we come to a large city, with the high school organized on the departmental plan, of course we want teachers who are really "professors"—men or women who have made their specialty a life study. We cannot prepare such teachers in the public system.

Prof. Townsend, of Reading, said: After twenty-nine years experience in college, superintendency, and high school, I am yet unable to answer the question, What *is* a high school? In one place you give that name to a great institution with a faculty of a dozen specialists, preparing pupils to enter without conditions, sometimes even without examinations, the best colleges in the country; at the other end is a little school with a couple of teachers, one perhaps, with what assistance can be given by the superintendent who has the whole system to look after—and this may be the very best the little town can do. What comparison can properly be made between these two, having almost nothing in common but the name? The village high school may be no higher than the "grammar" grade which prepares the pupils for the city institution. In these smaller places where the principal is also a high school teacher, he needs a hundred hands and heads; and when these hard-working men are criticised, I always sympathize with them, because I have "been there" myself. You cannot predicate upon any one high school what will be true of any other; they differ as night from day. Where you have a faculty, and each one can concentrate his work upon one or two branches, that is one thing; where you have one or two teachers, and the principalship of a whole system besides, it is quite another.

Prof. Snyder: Can we not reach some agreement about minimum qualifications —whether Normal school diploma or higher? And should we not have some definite consideration of the recent legislation on this matter—what more should

be done, and whether what has been done has been well done?

Prof. Dean: I think it is not the business of the Legislature to fix teachers' qualifications.

Prof. Deatrick: Teachers of High schools, or any schools, need to know far more than they are expected to teach. It is not important where they get their qualification, so that they have it. We do not want teachers who are keeping about one lesson in advance of the pupils. If we think it reasonable that teachers of the elementary grades below the high school should have secondary instruction, it seems to follow that high school teachers should have something more. The elementary Normal course is not sufficient; the high school teacher needs a college course, or its equivalent. And the college professor should have a University course, or its equivalent. The knowledge and power gained by acquaintance with the higher branches bears upon the teaching of the lower. He who has drunk deepest of the springs of learning can best impress its value upon others. It is not necessary that this preparation be made in the college or the university; in these days the university comes to us at our homes; but the preparation—the content—this we want, and must have, for best results.

The time for this discussion having expired, the next paper was read by Supt. FRANK S. MILLER, of Mahanoy City, on the question,—

ARE OUR PUBLIC SCHOOLS MEETING THE DEMANDS OF THE HOUR?

Public schools are schools organized under the statute law of the Commonwealth, supported by public funds raised by taxation, and are open to all classes and conditions of persons within certain legal limitations. The only theory that can support such a system of education is that it promotes the general welfare. The only justification that the Legislature can find for the appropriation of public money for educational purposes, or that the School Board can have for levying a tax to educate your children and mine, is that these schools tend toward good citizenship. And here is the unfailing test of all public school work. Here is the key that opens the door and broadens the common school curriculum, or that bolts it against the extension of the course of study. Here is the yardstick by which the success of every school and every teacher must be measured. Are they producing good citizens? Are they making men and women who will do well whatever is required of them by business, by home, by society, by the State? It is the right of the State tc demand such results; it is the duty of every school worker to strive to attain this high ideal, and to consider that only so far as he succeeds in reaching this standard is his work meeting the demands of the hour.

If my subject were different, I would like to eulogize the founders of our free school system, and show how these men, whose work is yet but meagerly appreciated, deserve to be crowned with as unfading laurels as the nation places on the brows of its wisest statesmen and bravest generals. would like to talk of the splendid educational work of the little country school house in the edge of the grove of sighing pines, and of the more pretentious school of towns and cities. I would like to hold up before you the great work of uplifting humanity that has been done by men and women whose only educational advantages were furnished by the public schools. But as the friend of these schools, proud of their history, hopeful of their future, and believing that in them is the strength and security of our national life, I come before this representative body of Pennsylvania teachers to declare that they are not "meeting the demands of the hour." Nothing in this world ever fully meets the demands of the time. To take any other position is to declare that improvement is at an end, that progress is dead, and that the restless yearning for higher and better things, that the Creator gave to man as his strongest incentive to labor, no longer spurs us onward and upward.

Good citizenship demands well-developed physical manhood and womanhood. The proper training of the body is as much a part of a good education as the proper training of the mind. Knowledge gained at the cost of stooping shoulders, cramped lungs, curved spine, bad eyesight or poor digestion is too dearly purchased. Every college is awake to these facts. Academies and Seminaries and Normal Schools give a more or less systematic course in physical training, but in the primary and secondary schools where there is the greatest need of vigilant watchfulness over the physical lives of growing boys and girls, where the work of the school-room should be the supplement and complement of the work of the home in all that goes to build up manhood and womanhood, correct and regular physical exercise is almost wholly neglected. The rosy-cheeked, bright-eyed girl of six, whose whole life has been spent in play, and who is as fresh and sweet and merry and well as God intended the purest and most favored of his creatures to be, enters one of our primary schools, continues year after year through the different grades, and leaves the public schools at the age of sixteen or seventeen. Rosy cheeks have changed to sallow; sun-kissed, dew-washed eyes now look through glasses. Disfigured shoulders and back have come to stay for life. In the

name of humanity, and of the future sons and daughters of our land, and in the interest of that which is dearest to every parent —the welfare of my own children—I demand less Physiology in the public schools and more pure air, more good light, and more well-directed exercise; less harping on the evil effects of alcohol and tobacco upon the human system, and more training that will make boys and girls so healthy and vigorous and buoyant that their systems will spurn stimulants and narcotics instead of craving them.

The times call for young men in business, in the professions, in politics, and on the bench. Work that fifty years ago was considered in safe hands only when entrusted to persons above middle life, is now done by men twenty years younger; and their lack of experience is believed to be more than compensated for by their superior energy and physical ability to stand the hurry and strain of modern life. But while young men are wanted for responsible positions, there is no tendency to accept ill-prepared or poorly qualified persons. The successful competitor for the world's business and work must be not only young but thoroughly trained and equipped. Childhood, youth, and early manhood must have been used to the best possible advantage. The loss of a year of time may mean the loss of valuable rewards. I charge the public schools from the lowest to the highest grades with the needless and almost criminal misuse of time. Time is lost through change of text-books, change of teachers, by the use of too many text-books, by taking too many studies at one time, and by our system of grading and promoting pupils; and here let me say that I see nothing but a necessary evil in the graded school system of which we are accustomed to boast, an evil that is greatest where the system is most perfect, and that should be tolerated only where the number of pupils is so large as to make such classification an absolute necessity. You may teach pupils by classes, but they always learn as individuals; and in this truth lies the unanswerable argument against unnecessary grading, class uniformity, and class promotions. Time is lost in teaching non-essential knowledge. The years spent in grades below the high school could be shortened one third, and the preparation of the pupil for advanced work be greatly improved by wiser discrimination on the part of the teacher in the selection of work to be mastered by the pupil. The teacher spends days and weeks drilling the child on facts of Geography and History that no one in actual life cares to know; upon rules and operations in Arithmetic that no one uses; upon pages of text in Grammar to which the most influential editor and polished author are strangers. Do away with this waste of energy in the public schools, give more attention to the thorough mastery of the positively essential, teach how to think and to select and to study, and the demand for boys at the age of fifteen with a good practical elementary education will be met, and the call for young men of twenty-two or twenty-three who have completed an advanced course of professional training will be answered.

The welfare of the State demands the education of all its citizens. The ignorant voter is a constant menace to law and order. The great crimes against government are not committed by him, but his existence makes those crimes possible. The practical politician does not go to the country among the steady-going farmers, or to the intelligent middle class artisans of the town when he desires to win elections, but looks rather to the ignorant and irresponsible elements of the cities, to foreigners who have been given the right to vote that the ward politicians might have material to work upon, and to anarchists and socialists that are the enemies of all government, and hence ready tools in his hands. From every large city in the land comes the cry of the law-abiding and honest for municipal reform, and too often this cry is but the piteous and helpless wail for the hopelessly impossible. Society is unable to cure the evil. Churches cannot reach it. The remedy must come, if it come at all, through the public schools. They are the means within reach for the leveling of classes, for the assimilation of incompatible and un-American foreign elements, and for the reformation and salvation of republican institutions. The time has come when the State, which furnishes schools for the children, must demand the children for the schools, and must enact and enforce adequate compulsory school laws; and when attendance of all is secured, compulsory teaching of the fundamental ideas of our government, of love of country and law, of justice and right, should begin with the first day's lessons, and form a part of the instruction of each day of the school life of the child. Hand in hand with this patriotic civic training should go a more careful moral training. The desire of our ancestors for religious liberty, for the absolute separation of Church and State, and for non-sectarian teaching in the public schools, was so strong, and has been so thoroughly instilled into every American mind and heart, that public school teachers too often forget that the child's duty to himself, to his fellows, and to his God may be taught without violation of any of these cardinal principles of American faith, and that the child that is not instructed in these relations of life, no matter how well educated in other respects, lacks the highest and best of all training. Dr. Abbott's words should ring in every teacher's ears: "To think is more than to know, and to be is more than to think." Are you making the children under your charge feel that over and above all else is the necessity for right living? Are you training to man-

hood and womanhood that will do right for right's sake, that is willing to be poor and unpopular for the sake of being honest? The hour demands such citizens. It is the province of the school to aid the home in meeting this demand.

The school is what the teacher makes it; and if there is necessity for change or improvement in any line of educational work, the way to reach the desired end is by improving the teaching force. Pennsylvania has had and now has thousands of efficient teachers that would grace any position, and these able and earnest toilers have built up a new profession and won for it a place beside the older and more widely recognized learned professions; but, notwithstanding this fact, and notwithstanding the facts that we have careful supervision of schools, rigid examination of teachers, and a large number of Normal Schools for the training of persons for the work, the most imperative demand of the hour is for real teachers—not bright high school girls who can answer every question given by the examiner in the ten branches of a provisional certificate; not faithful workers who by years of toil have secured a permanent certificate; not the young man or woman who has completed a Normal training course and believes that securing a diploma from such a school makes him a teacher; but for persons who can teach, no matter where they were trained or by whom examined, and who will teach, no matter where employed or what the salary paid. Teachers—persons with natural ability and adaptability for the work, having knowledge of mental powers and processes and laws of growth, knowing the history and traditions and methods of teaching, possessing judgment, tact, skill and Christian character, as well as competent knowledge of the subjects to be taught. Such teachers can be secured. Such teachers will be secured for every position that is to be filled, when parents refuse to be satisfied with any others; when superintendents and examining boards, having power to issue certificates, place a higher and more appropriate value upon the privilege to teach, and examine more in reference to particular professional qualifications and less upon matters of knowledge; when the certificate means that its possessor is *able to teach*, and not that he has made a certain percentage in examination or has taken a prescribed course of pedagogical training; when school directors cease to look upon public school positions as charities to be dealt out to the deserving poor of their districts, and appreciate the trust that is imposed upon those who mould human minds and characters, and shape human destinies.

The hour demands that the interests of the public schools shall be placed beyond the influence of party politics and out of reach of the selfish hand of the practical politician. Too frequently school directors are elected because they have a politicia "pull," and not because they know th needs of the schools and are able and willin to give time and energy to the managemen of the affairs of the district. With suc men constituting School Boards, their o ganization is a "deal," and the election c teachers is the distribution of patronag Public money may be wasted on school that are not worthy of the name, the welfa of the children of the community may b sacrificed; but the party that elected the d rector must be taken care of at any cost, an this simply because these schools are und the fostering care of the State. No priva institution would tolerate such managemen for a day. No college professor holds h position upon tenure of political belief an homage to bosses; but in the public scho the axe of the party politician removes th heads of capable and incapable alike. I his examination the partisan director ask but one question: Will you and yo brothers and uncles vote to keep me and m party in power? For shame! Is the nothing in this world too sacred to be prost tuted to selfish purposes? Must the trai ing of innocent children be warped a dwarfed to satisfy this personal ambition Must the public schools be dragged to th level of ward and township politics, bein good and efficient where politics are pur and poor and inefficient where politics a corrupt?

The hour demands that the future these schools shall be rescued from th threatening blight. The time has co when legislative enactment or constit tional provision must place the publ schools out of reach of such corrupting i fluences. Let the minority party be give its proportionate representation on eve School Board; make it obligatory to ele one-third of the school directors of ea Board from the mothers of children of scho age in the district; apply strict civil servi rules to the appointment, tenure of offic and dismissal of teachers; make the viol tion of these laws a misdemeanor punis able by imprisonment alone; and so ser notice upon the ambitious that the Scho like the Church, is too dear to the Americ heart, too vital to American institutions, be used as a means of political aggrandiz ment.

This is an age of improvement. T Santa Maria was equal to the wants of C lumbus when he started on the voyage th resulted in the discovery of the New Worl but now a state-room in the City of Paris not too good for the plain American citiz who wishes to visit the mother country. log school house, a wood fire, a spelling bo and plenty of birch rods, were the schc equipments of our fathers; but mode architecture, sanitary heating and plum ing, the finest text-books that science a art can produce, and every attraction th ingenuity can devise to make school wo

pleasant, are necessary to the ordinary school of to-day. And still the hand of progress points upward, and her voice pleads for physical training that will develop and strengthen the body for the arduous duties of life, and cure instead of producing ill-health and deformities; for judicious, discriminating teaching that will not require more of the pupil than the world demands of the teacher and the citizen, and that will complete the essentials of an English education before boys and girls are so old that they must leave the school for the shop and the store; for laws that will bring the unwilling to the school-room with the willing, where they may be taught the parts of an education that it is a disgrace for any citizen in this land and age not to know; for more teachers who know themselves, know the material that they are to work upon, and realize that the results of teaching run on through the endless ages of eternity; for laws that will place the schools, these nurseries of life here and hereafter, beyond the sordid ambition of the scheming and the unscrupulous.

Prof. Gerberich agreed with the paper in the main, but differed on some minor points—for instance, on the alcohol and tobacco matter. While it is true that a healthy body should not crave these things, it is also true that athletes have been ruined by them; we make no mistake in warning against them. A strong point should be made of adapting our teaching to the development of a higher citizenship. Events are shaped by the schools; this was true both in early American history and in the days before the slavery rebellion. What goes into the schools to-day makes the history of the future.

Prof. Cloud, Millersburg: It is true that High schools are not intended to prepare pupils for Normal schools or colleges, but we should have more regard to them in adjusting our courses. The old academies are gone, and their preparatory work must be done somewhere; if not in the high schools, where? We adjust our schools to fit one grade to another up to the High school—why not further, to Normal school or College?

Prof. Heikes: There is some danger that in holding up the ideal school, some teachers may be discouraged. It is not well to compare the departmental school with the average town high school, any more than ungraded schools with graded. Besides, as we often get surprising results from the ungraded country schools, so the same is sometimes true of the smaller high school. We must be discriminating in our comparisons and also in our criticisms.

The hour for the evening lecture was announced by the Auditorium bell, and the discussion closed.

TUESDAY EVENING.

IN the Auditorium a very large audience assembled at 8 o'clock, for the evening exercises, which opened with a solo by Miss Gertrude Light of Lebanon, who was warmly encored.

The lecture of the evening was by Dr. WM. H. CRAWFORD, President of Allegheny College at Meadville, whose subject was

SAVONAROLA.

Introducing the great Florentine Reformer as one of the most striking figures in European history, he gave a carefully written sketch of his life and work and their surroundings, delivered in a manner that held close attention. Girolamo Savonarola was born in 1452, and forty-six years later the ashes of his martyrdom were thrown into the Arno; but that short half-century was full of great events. The printing press was at work; the fall of Constantinople had sent troops of scholars into Italy; Ferdinand had broken the power of the Moors in Spain; Columbus set sail for an unknown world; Luther was born—it was an age of struggle and transition from the traditions of the old world to the life of the new. Political conditions were as bad as possible; liberty was dead, the rights of the individual unprotected. The church was even worse. Popes sold pardon for sins, each having its price. The infamous Alexander Borgia, stained by every crime, sat in St. Peter's chair.

Into such a world came a fiery-souled youth, born to be a reformer; his pure soul was filled with horror by what he saw. His personal experience intensified his feelings. For a few happy days he saw and loved the daughter of the Strozzi, but was rejected with scorn. He renounced his profession for the monastery, to seek in the church the peace he could not find in the world. But he found that the evils he had seen in the world had also corrupted the church.

Civil war scattered the monks from Bologna, and Savonarola was ordered to Florence, where Lorenzo the Magnificent was in the height of his power and fame.

But the reformer looked beneath the brilliant surface and saw the truth; through the clinking of glass he heard the clanking of chains. He burned for an opportunity to speak, and it came, as it always will to one who deserves and waits. His first sermon was heard by only forty people; but soon the great Duomo was the only building which would contain the crowds that flocked to his preaching. The preacher trampled on all the oratorical standards of his time—his message was brief and stern as the prophets' of old—"The church has become corrupt; it must be regenerated, and that speedily." Invited to preach before Lorenzo, and advised to be careful, his answer was, "Tell Lorenzo to repent, or he is lost!" and the prophecy was added that after Lorenzo was gone the preacher would remain—a prophecy fulfilled soon after, when the tyrant on his death-bed sent for the reformer as "the only honest priest," and sought absolution, but refused to comply with the stern conditions which he imposed.

The common people heard him gladly while he condemned their tyrants, and drove the haughty usurpers from their city; but when he lashed as unsparingly their own vices, they fell away, and his power declined. Florence was not ready, any more than our modern cities, for radical reform. True, there was less luxury, more public decency and private morality, for the time the Piagnoni were in the ascendant; but the Pope and his satellites knew by long experience how to crush reforms, and they prepared the ruin of this one. They tried the bribe of a cardinal's hat; but soon found the red cap for this man must be of blood. Meanwhile the reformer had aroused an enthusiasm before unknown; even the children shouted "Long live King Jesus." The indecencies of the carnival were replaced by the rites of religion; and the preacher was thundering denunciations at the Head of the Church. Rome, at first contemptuous, finally became alarmed. His preaching and their life were incompatible—one must change—the preacher must be silenced.

The tragedy began with the papal anathema. The lower strata of Florence seized their opportunity, the streets took on the old habits, and after two years of decency, in a few months Florence went back to her old carnivals and saturnalia. The tide of popular feeling turned; the preacher was arrested, and after days and the mockery of a tri sentence prepared in advance wa nounced, and on the 23d of May, 1 the presence of a mob thirsting blood, it was executed, and Ale sent his papal benediction to tho: had silenced the prophet-preacher thought, forever.

Was he silenced? Do we not h voice again as Luther stands bef Diet at Worms? Do we not see hi in the free Italy of this century, w schools, her press, her secular g ment? Does not the Florence of recognize in the preacher-statesm mightiest figure in history? No; ander and Mariano did not silen that May morning when they sc his ashes. Those ashes fertilized and Europe for the future growth ilization. Popes and tyrants can lence the voice of the preacher of the apostle of liberty, the prophet c

At the close of the lecture w thus briefly sketched, the Associat journed till 9 a. m.

WEDNESDAY MORNINC

THE exercises were opened with ture reading and prayer by Philip C. Croll, of Lebanon, Pa which Supt. WILLIAM J. SHEAI New Castle, read the following pa

SCHOOL GRADING AND PROMOTI

WHILE I have much pleasure in into the faces of such a body of earne scientious teachers, who by their p prove themselves to be the most faith most zealous of Pennsylvania's grar of teachers, yet I have also much he in speaking upon this subject; for 1 victions force me to take the side must necessarily be unpleasant, un: ated and unpopular.

As public schools exist for the c rather than for superintendents and t not What is *easiest* for us? but Wha for the children? is the question should be conscientiously asked con each one of the many perplexing p connected with the organization an agement of our grand system of schools. Therefore, in the discus this question, the proper solution o is of paramount importance, it is 1 urge that the best interests of the c be ever kept in view, rather than th interests of superintendents and teac

Though the American graded sch

not transplanted from abroad, but is the result of a growth which has continued for years in our own country, yet in the manner of grading and promoting the graded school of 1895 differs but little from the first graded school founded by Sturm in 1537. In spite of all the progress in other lines, the last graded school is just as Procrustean as the first.

In the ungraded school it was attempted to suit the instruction to the individual. This was its strong point, and it must be acknowledged that it was a "genius-developer"—that, for the favored few, it had many manifest advantages; yet it may easily be shown that the graded school is a partial solution of the many difficulties found in the ungraded school, and, better than the ungraded school, measures up to the requirement of the greatest good to the greatest number. But though this is the case, we should not close our eyes to the fact that it is open to the serious charge, that it does not properly provide for the individual differences of the pupils; that it is not sufficiently pliant to accommodate itself to the pupils, but demands that the pupils accommodate themselves to it; that that grading which was intended to faithfully serve the children has become their cruel master!

The children of every grade differ widely in age, in acquirements, in aptitude, in physical endurance, in power of attention, in home advantages, in the rate of mental development, in the time of entering school, in regularity of attendance and in many other ways; yet because of the manner of grading and promoting, the graded school of to-day keeps all the children of each grade in intellectual lock-step, not only month after month, but year after year, for their whole school lives. Children are not alike then, and God never intended they should be! Yet we would put them into an "educational mill" and attempt to grind them out alike, crushing out that individuality which He meant should be a guide to their education and usefulness, and not a hindrance!

The course of study for the graded school is divided arbitrarily into a number of grades, generally a year apart, and the work for each grade is laid out either for the bright, the slow, or the average.

1. Many schools are graded for the bright ones. In this case, all the rest will be dragged over far more work than they can understand. Therefore, they soon become discouraged and drop out of school, having lost not only confidence in themselves, but the confidence of their parents and teachers as well.

2. Many more schools are graded for the slower pupils. This is a manifest injustice, not to say outrage, upon the many who could go on more rapidly. Not only is the progress of all kept down to that of the slow ones, but habits of inattention and indolence are thus necessarily drilled into the bright ones. What teacher has not seen many splendid intellectual and moral characters completely ruined by this continued "marking time?"

3. But by far the largest number of schools are supposed to be graded for the "average pupil." At first sight this looks reasonable, but could anything be more absurd? Surely it would be just as sensible to say, that, as the pupils in a certain grade vary in height from three feet six inches to four feet four inches, and as they now average four feet, and by the end of the year should average four feet one inch, those naturally tall must gradually be compressed, and those naturally short must go through a stretching process, that all may come up to the average. What a grand system this would be for the physical development of the children! The truth is, that neglecting the ever-present individual pupil of flesh and blood and soul and life and infinite possibility, the most of us have attempted to reach all, by shaping work for the "mythical average pupil."

As the course of study is nailed to the calendar, when the sign is right all are subjected to a useless examination and the "lucky" ones are allowed to "pass," while the rest lose a year or stop school. Thus, year after year in "chain gangs" are the bright and slow bound, and forced to move at the same pace for their whole school lives!

Though the American free school is equaled by no other, yet because of its failure to respect the individual differences of the pupils, it must plead guilty to several serious charges, amongst which may be mentioned the following:

1. *The bright are discouraged and ruined by being held back, and the slow by being pushed forward.* Yet many wonder why *eighty per cent.* do not go more than four years in a twelve-years' course; while but *two per cent.* graduate; and worse than all, these are not the "survival of the fittest."

2. *Even the brightest can not gain time, while if any but the brightest lose time, they fail to be promoted, and lose a year when but a month or two back.* Statistics show that less than two per cent. of the pupils can successfully skip the work of a whole year. It is generally claimed that not more than fifteen per cent. of the pupils fail to be promoted, yet the statistics of a certain city show that, in 1893, *thirty-five per cent.*, of those left at the end of the year, failed!

3. *There is an amazing loss of time.* Statistics, we have just compiled with much labor and care, show that *eighty-five per cent.* of the pupils lose from one to four years; and for every one hundred pupils in the schools there have been a hundred and twenty years lost!

4. *Wholesale teaching necessarily results:* For the teacher is forced to forget that the class is composed of fifty individuals, and to think only of the fact that all must be at a certain place by a given time.

Is it any wonder that this iron-clad system of grading, which, regardless of all differences, would cast all minds in the same mould, and subject all to the same treatment, for the same length of time, and test all in the same way, is objected to, because it demands so much uniformity, at every step, that so many are forced to stop school, and those who do graduate, come out too late to get a fair start in life? Is it any wonder that, from all sides, there comes a demand for some system of grading, which will be more pliant, and will not attempt to overcome, not only the differences of physical ability and physical environments, but even the differences in mental ability which the Almighty has predetermined?

Believing that this is a matter of vital importance to every boy and girl in the public schools, and that the time has come when each should be allowed to go just as far and as fast as ability will permit, for several years we have sought diligently, but unsuccessfully, for some better method. Letters of inquiry, courses of study, statistics and visits to a hundred different cities, give us information concerning the needs and conditions in over four hundred cities in all parts of the United States. But while all feel the need of some reform in the manner of grading and agree that it is time we cease trying to fit thirteen millions of children to "Procrustean beds," practical methods have not appeared. All agree that grading for annual promotion has failed. Some have tried semi-annual promotion, and find this little, if any more pliant. Others have established an ungraded room in each building, and find it will not reach more than a very small part of the pupils. A few others, despairing of anything better, have returned to the ungraded school, only to find that, with so many classes, good results can not be secured.

Unless we are mistaken, the ideal system of grading would demand an accurate classification of all pupils, *according to ability*, into *small* classes, with but a *short* interval between the classes. This will make it possible for any pupil, at any time, to pass from one class to the next higher, when his work and ability puts him ahead of his own class; while those who lose time can drop into a division where they can work to advantage.

In compliance with the request made by the Executive Committee, the following explanation of the plan worked out at New Castle is given. As will be seen, it is based upon our belief that the following propositions are true: 1. The final examination is not a fair test for promotion; 2. In essential studies, pupils should be graded carefully according to *ability* and instructed in *small* classes, with but a *short* interval between the classes; and 3. No certain amount of work should be demanded in a given time:

What Has Been Done in New Castle.—The following changes, which can be made gradually in any system of graded schools, have enabled us to approach this ideal system, and, without extra teachers or additional expense, to secure far better results than could have been had by the usual method.

1. *The examination, as a test for promotion, was abandoned.* The pupil's ability to do the work of the next grade is not now determined by the time of year nor by the result of an examination, but by the record made day by day in class work, and shown on monthly reports. In the primary grades, the judgment of the teachers determines this record, and in the higher grades, the teacher's judgment is corrected and made more certain by written recitations, in which all have the same time and the same questions. As these come at irregular intervals and take but the time of the recitation, they put a premium on the daily work and are a check against the charge of partiality on the part of the teacher. The superintendent's tests, at uncertain times, answer the same purpose and show the proper completion of work, but have nothing to do with promotion. Our reasons for opposing the promotion examination may be briefly stated as follows: It is a test of memory rather than of power. It may show some things the pupil does not know, but can not show what the pupil does know. It destroys and prevents broad and intelligent teaching, makes out of the teacher a grind, and turns out "machine pupils." It forces the pupil to take far more than he can grasp or understand, and causes many to leave school. It brings unnecessary worry to the nervous ones, who often fail to pass, while the less worthy succeed. It is a great temptation to deceit.

It demands one-third more time than is necessary to give the same amount of knowledge and better training. It does not put a premium upon the work done day by day during the year, but upon the amount of "stuffing" that can be done at the end of the term. It is the cause and bulwark of the attempted uniformity, and the great obstacle in the way of such a system of grading as will make it possible to suit the school to the pupil. It is useless, for every teacher knows what the result should be. For these reasons we believe it is a moral injustice to pupil and teacher, a psychological absurdity, one of the greatest of educational blunders, and should be abandoned for some more rational plan.

2. The pupils were graded carefully, and but one grade was put to a room. As differences appeared, each school was subdivided according to ability into several small classes, in essential studies; in the lower grades, into not less than three or more than four, and in the higher grades, into not less than two or more than three. It was not found necessary to divide in all studies, for in some the teacher can easily secure simultaneous activity on the part of all.

3. No certain amount of work was required from any section in a given time. Without uniformity of conditions, uniformity of results should not be expected. Each division was expected to go just as fast as it could and should, and no faster.

In spite of some unfavorable environments, these changes have been followed by a number of beneficial results, any one of which, we believe, would justify a change to the present method.

1. An accurate grading of pupils according to ability, into classes of from ten to twenty, instead of herding them in classes of fifty, furnishes a practicable method of reaching the individual; secures from each his best work and closest attention; and gives to all much time in school for the preparation of lessons.

2. Every child is touched with hope and inspired with enthusiasm; for the progress of each is not now determined by the time of year nor even by the ability of the whole class to proceed, but upon the ability and application of each one. No one need be held back by others, none are hurried. "I never saw anything like it." "Even those who used to be lazy work like beavers, rather than be left behind." "I cannot hold them back." "Even the 'dummies' are surprising their best friends." These are some of the expressions frequently heard from teachers, many of whom were strongly opposed to the plan at first.

3. It makes possible a frequent re-classification, which is the only means of preventing the sacrifice of the pupils to the graded school. In every school system, as in every other living organism, many forces are at work to produce disorganization; and this can be provided for in no way except by constant reorganization. If pupils now fall behind, it is not necessary for them to lose a whole year, but only a small part of it, and, because of the ease of re-classification, this may easily be regained. Some idea of the *need* of re-classification, as well as its *feasibility* under the present method of grading, may be obtained from the statement that in spite of limiting conditions, *forty-one per cent.* of the pupils now in the schools were *re-classified* during the past eight months.

4. As there are from twenty-five to thirty divisions a short distance apart, in place of eight or nine a year apart, it is possible to lift them *up* instead of sifting them *down*. Except because of absence, there is almost no demotion of the slow, but rather the frequent promotion of the best, who are found in every division; for from below there rises an inexhaustible stream of the brightest.

5. *Fifty-four per cent.* of the pupils in the highest grammar grade, having finished the work of that grade by January, at once started upon the work of the high school, and therefore will be able to graduate in three years instead of four. Similar progress has been made by the advanced divisions of every school in the city, *fifty-eight per cent.* of all the pupils in the schools having gained from one-third to two-thirds of a year's work, without any urging. Many of the advanced divisions have overtaken and passed the slower divisions of those supposed to be a year ahead.

Comparison of Results.—By the usual method, the bright are held back; the slow are dragged forward; because of the impossibility of reclassification, but few can gain time; for the same reason, eighty-five per cent. lose from one to four years; the pupils are herded into large classes, wholesale teaching results, and no attention can be given to individual differences; a premium is put upon the amount of "stuffing" that can be done in the short time preceding the examination; worse than all, the majority become discouraged and stop, for there is no reward held out to those who are faithful.

By the "New Castle Plan," the bright are allowed to move forward as fast as they can and should; the slow are not hurried; because of the possibility of reclassification eighty-five per cent. will gain from one to four years; for the same reason, but few lose time: as the pupils are carefully graded in small classes, it is possible to reach the invidual and still retain the many advantages of class recitation; a premium is put upon the good work done day by day, and not upon the preparation for the far-away examination day; and more important than all, the children are touched with hope and enthusiasm, and find pleasure in remaining in school, since advancement follows immediately upon the establishment of desert.

Supt. Canon, Sharon: It is comparatively easy to arrange an ideal course of study that shall satisfy one's self; yet I notice that when the giants at Cleveland were at work upon the correlation of studies, they could not agree even upon the meaning of the term. Some thought it should relate to educational values of different subjects and the length of time to be given to each; others thought it meant concentration of studies about given centres; others again went into philosophy, and some got back to Calvinism and the will—to the question whether we study because it is right or because we can't help it (laughter), and so on. But supposing the course all laid out in one's mind, the difficulties appear when we come to apply it to actual work. It is one thing to make a course on paper—it does no harm, and not much good—but it is another thing to make it work. Many teachers have tried the no-class plan, and have abandoned it. I think most of us are agreed that it is better to teach in classes; the pupils stimulate one another, and all are benefited—they edu-

cate each other. While a good deal of the paper read seems to be against classification in whatever form, it really tends to indefinitely multiply classes or recitations; but it is the experience of most teachers that they have enough already. When we multiply classes, we divide our energy and reduce the efficiency of the teaching. I can see no improvement to be made in the way proposed, either in oral or written work. Drill-masters find advantage in "lock-step," and anybody can walk better in step with another than out; and that is the difference between the class and the so-called no-class system. It seems to me any departure in this direction would multiply rather than decrease our difficulties.

Supt. Buehrle, Lancaster: We have not found the difficulties to be so great as has the author of the paper, but grant that they exist. The objections to the present system may be reduced to three classes: 1, Objections to our grading; 2, to our methods of promotion; 3, to examinations. In the first place, the author of the paper admits that some grading is necessary; but he thinks there should be but one grade in a school—however, what he calls sub-grading is only multiplication of grades after all. I do not think it is the fact that all pupils in the same grade are expected to do the same work. It is a wooden teacher who expects or requires that, and I hope there are not many of them. We expect the teacher to have some idea of what each child can and ought to do, and to apportion the work accordingly. The same question may be asked in different ways, so as to cover more ground with one child than another. We think two grades in one school are better; the alternation of the two classes gives interval for study. Some teachers can do well wlth three grades; but we believe in general two are better than one. As to promotion, is it true that so many leave school because they are not promoted? Our records show that 70 per cent. of ours are promoted. It is not claimed that all promotions are made upon qualification; we have promoted some on the ground of age only; putting the child where (all things considered) he would be most benefited—not only in knowledge, but in character. It is often a blessing to a child to come in contact with some particular teacher, even if he cannot keep step with his class, or any class. There is gain in character, if not in study. And now come the examinations. Of course the annual or term examination by superintendent or teacher should not be the sole test, but it should be *a* test, not only of what the child has been doing, but as well of what the teacher has been doing. It is a stimulus to both pupils and teachers. Well controlled and used in proper spirit—for abuses may creep in here as well as in grading—there will not be "stuffing for examination." If we mark only upon the daily recitations, we shall have a cramming process simply abominable. The pupil wants 100 per cent., and studies simply for recitation; having gotten the hundred, the lesson is forgotten perhaps in a month. We know places where this plan has been followed *ad nauseam*, with the logical outcome. Is it true that final examination for promotion is unpsychological? Why, even the Normal schools, which by their very name are set for an example, have their final for graduation, and of late years for the Junior also. And why not? The doctor hangs up his diploma in his office, obtained by examination; the lawyer is admitted to the bar upon examination. Can that be so bad a thing which is practiced by all professions? We have heard often that Philadelphia has abolished examinations; yet I notice that Dr. Brooks speak of the failure of some to pass—so they have them still, apparently. I do not think it is true that we are keeping the brighter pupils back——most, if not all, of us allow the teachers to promote them when ready.

Prof. Shearer: I would like to ask the last speaker when certain pupils can be profitably instructed together, why not do so? In a school of one grade, with three or even four subdivisions, there need not be more recitations than now. Of course there is some trouble in making up the programme; but the teacher should know how to do it, or consult some one who does. The thing is possible, since it has been successfully done. We do not object to grading *per se*, of course; indeed, our plan grades more closely than any other, and puts together what belongs together. "Lock-step" has its uses; but it is hard for a boy to keep step with a long-legged man, and equally hard on the man. The proposed plan gives you less of a crowd, and you can give more individual attention to each. There are some "wooden" teach-

ers here and there, if not in Lancaster. By the way, I have visited the schools both in Lancaster and Sharon, and made the statements of the paper ten or fifteen per cent. stronger after my visits there. But the gentleman says, we allow the teachers to promote when qualified. Oh yes, you *allow* them, but the system makes it an impossibility. We can give the boys *permission* to jump fifteen feet, but they cannot do it; that is what stepping over a grade line means. Why not make it an easy jump of three feet, and give all a chance? How many succeed in being promoted between times under the system in vogue? Not two per cent! We are referred to the Normal examinations; and on that point I will say that I consider it an outrage for examiners to go there and spend several days asking questions often upon matters the teacher has never thought of, and upon such examination condemn them, giving no credit for two years' faithful work. Upon sending a circular to 500 superintendents asking for their opinion as to whether the yearly interval for promotion did not keep back the brighter pupils, 90 per cent. of the answers were affirmative. Does not that indicate that it is worth our while to try something else?

EXAMINING COMMITTEE.

The following resolution was now offered, which on motion was referred to the Committee on Resolutions:

In order to promote the educational interests of the State, and to aid in the co-ordination of courses of study between different schools, and in view of the fact that, there are not less than 250 different standards of examinations for teachers' certificates, therefore be it.

Resolved, That a committee of nine be appointed by the President of this Association, said committee to report, at next annual meeting, a plan looking to the establishment of a *State Examining Committee*. Said committe to have charge of examinations of all persons applying for certificates to teach in the Commonwealth, including Normal school and permanent certificates and diplomas.

This committee to consist of one county superintendent, one Normal principal, one city or borough superintendent, one high school principal, the State Superintendent of Public Instruction, the president of the Association, and three other members from the Association at large.

Supt. Jos. S. Walton, of Ercildoun, Chester county, read an excellent paper on the "Moral Effect of Public School Environment," which appeared in *The Journal* for August, pages 68–73.

THE CHAUTAUQUA FACULTY.

The Chair remarked that as we had been invited here by the Chautauqua managers, and are here as their guests, he had asked them to present their work before the Association, that we may have opportunity of seeing it from their standpoint, and those of us who cannot remain here may take with us a just conception of its scope and prospects. He would now give such opportunity, and several of the Faculty would address the Association.

Chancellor Schmauk was first introduced. He said that the Pennsylvania Chautauqua means more than a summer picnic, more than the cottages the teachers were occupying with comfort or discomfort, more than the clear skies and breezes wafted about us. He would say that the coming of so many had been a trial of their resources; forty gave warning of their coming, and about ten times that number are here, and it is hard to divide one's self into tenths on short notice. Those of you who examine our work will be surprised at what you find. Dr. De Motte says we are doing university work. Another learned minister remarked that in four weeks here he had learned more about Hebrew and Syriac than in his entire university career; and we have him with us again. Dr. De Motte was also pleased to compliment our Auditorium upon its magnificent acoustic properties. We have the best teachers we can secure, and you will find they are doing excellent work in language and in art. Our object is to offer higher educa- to those who are debarred from other universities, and we are accomplishing it.

The following members of the Faculty were then successively introduced, and briefly presented their line of work: Mrs. S. E. Fuller, professor of drawing; Mrs. Louisa Preece, physical culture; Miss Estella Van Dieman, Latin and literature; Mrs. S. A. Rorer, art of cooking; Prof. Henry W. Elson, university extension, and Prof. Oliver G. Schadt, Dean of the Faculty.

The Committee on Resolutions was announced, as follows: Supts. Hamilton and Coughlin, Prof. A. T. Smith, Miss Nettie S. Malin and Miss Etta Kuhns.

Association then adjourned to meet after return from excursion to Cornwall

Ore Banks; it having first been determined to select place of meeting and nominate officers as the first order, a motion to defer till to-morrow being lost.

THE EXCURSION.

Five well-filled coaches left the station at 2 o'clock for the Ore Mines under charge of Supt. A. D. SMITH, of the Cornwall and Lebanon road.

The trip was full of interest and instruction, especially to those who had never seen such work before. Even those who did not feel like climbing to the top of the hill, and the few who remained on board, enjoyed what was to many a wonderful sight; while those who "took it all in" came back with hands full of more or less curious and valuable "specimens."

All seemed to enjoy themselves, though the afternoon was warm and the climb rather violent exercise; and the Railroad Company had its unanimous vote of thanks.

WEDNESDAY AFTERNOON.

THE place of meeting came up as first order on assembling of Association after the excursion.

Principal WELSH, of Bloomsburg Normal School, presented the advantages of that town as a meeting place, its location in the north where we had not been for years, its Normal School, hotel accommodations, etc.

Supt. MACKEY, of Butler, thought the western part of the State was the region, and Butler the particular locality, and made the most of its advantages.

Supt. THOMAN presented the historic claims of Gettysburg, as well as its accessibility, literary institutions, etc.

After some good-humored discussion, in which Supt. Hamilton advocated Butler, and Prof. Noetling Bloomsburg, the latter place was selected by a majority vote.

NOMINATION OF OFFICERS.

The following were nominated for officers of the session of 1896:

For President—Supt. A. G. C. Smith, Delaware county.

For Vice-Presidents—Supt. W. H. Slotter, Bucks county; Miss Katie Macniff, Harrisburg.

For Secretary—J. P. McCaskey, Lancaster.

For Treasurer—David S. Keck, Kutztown.

For Enrolling Committee—A. L. Custer, Lehigh; A. F. K. Krout, Philadelphia; L. P. Sterner, Bloomsburg; T. B. Harrison, Luzerne; A. S. Beisel, Carbon.

There being no contest for any of these offices, the members named were afterward elected by the casting of a single ballot. The following nominations were made for other Standing Committees:

For Executive Committee—Dr. J. P. Welsh, Bloomsburg; Profs. Wm. Noetling, Bloomsburg, and J. M. Barton, Shippensburg; Miss Lelia E. Patridge, Philadelphia; Supts. Addison Jones, West Chester, G. W. Weiss, Schuylkill county; David A. Harman, Hazleton, and E. E. Mackey, Butler.

For Legislative Committee—Dr. M. G. Brumbaugh, Chairman, Huntingdon; Dep. State Supt. J. Q. Stewart, Harrisburg; Supts. J. M. Coughlin, Wilkesbarre, and D. S. Keith, Altoona; Col. John A. M. Passmore, Philadelphia; and Prof. Farrar, Allegheny.

The nominations for Legislative Committee consisted of the members of last year with the addition of Prof. Farrar.

Dr. G. W. Hull was nominated by several members for Executive Committee, but excused himself on the ground of several years' continuous service.

Supts. Dean and Gotwals were appointed tellers for the election during tomorrow morning's session.

CHILD STUDY.

Dr. LIGHTNER WITMER, of the University of Pennsylvania, read a paper on this subject, which he said was not in the shape in which he wished his views to appear in print, as he was engaged upon a more extended presentation of them. We accordingly defer to his wishes in the matter, and refer those interested to him for further information.

PENNSYLVANIA HIGH SCHOOLS.

Dr. SCHAEFFER: After stealing a march on the Association in the way of printing a paper in advance for distribution here, I will inflict only a few minutes' talk upon you at this time. I wish to quote Dr. Harris' statement that the average earnings of a Massachusetts man are greater than those of a Pennsylvanian. Is it not worth our while to know why, and whether it is because they have better provision for secondary education? Is it because of his chance at high school training that the average Yankee can earn more than the average Pennsylvanian? We are not up to the mark on this question. How many of our people believe that high schools should be made obligatory? Legislation has done some-

thing to put the high school on a better basis, and the rising tide of prosperity in our land, with the improvement in the State's finances, make the friends of secondary education hopeful that at no distant day our legislature will see the way clear to make an appropriation in aid of high schools, and thereby stimulate the establishment of township high schools. The idea of high schools in rural districts has taken root in several counties. The results have been very gratifying. In these days, when a horse is worth little more than a cow, the children of the farmer can drive several miles in the morning on their way to school, and in the evening on their return home, without much loss of time. An advanced school at some central point can thus bring education to the homes of the rural population, and enable the boys and girls to acquire a knowledge of subjects beyond the common branches. The township high school is sure to come. Let us hasten its advent, and transmit it as one of the best gifts of the 19th to the 20th century. The school appropriation was not cut down, after all the newspaper talk about it. We are also to have a trial of compulsory education; perhaps we are not yet ready to make the most of that, but we will try to get out of it what we can. Massachusetts has made a fair success of it, and also some of the States of the Northwest. The Normal Schools have their appropriation. The trouble with legislation is that almost everybody is trying to cut down the other man's appropriation, that he may get a little more for himself. What we want as an Association is a good, strong Legislative Committee, backed by the superintendents, the teachers, and the parents of our million children, and we shall at least be able to prevent the professional politicians from doing anything against the interest of the children of the Commonwealth.

With the consent of Supt. Babcock, his paper on "The Ideal Course for High Schools" was postponed till to-morrow morrow morning, and the hour of opening was fixed at 8 o'clock.

DR. BURROWES MEMORIAL.

After adjournment, a special conference was held on the subject of the Memorial to Dr. Burrowes. Dr. McCaskey, chairman of the Memorial Committee, introduced the subject, which was discussed by Dr. Schaeffer, Supts. Brecht, Hoffman, Weiss, McNeal, Smith and Boger, and on motion of Prof. Spayd, it was agreed to recommend to the Association an appropriation of $250 from its treasury to the Memorial Fund.

ROUND TABLE—AUDITORIUM.

THIS session was given to consideration of matters pertaining to the Superintendency, and the chair was filled by Supt. COUGHLIN, of Wilkesbarre.

Supt. M. J. BRECHT, of Lancaster county, read the paper on "How to Test the Quality of a Teacher's Work," which appeared in August JOURNAL, pp. 62–68.

Prof. Dean: I think the writer of the paper has put the matter just as it should be put. As soon as I give an exercise in a school room, I see the difference between the activity of mind of one set of pupils and another. Some teachers teach children to think, while others are content with mere mechanical work. In some rooms as soon as a new subject is mentioned the pupils are alert and ready to work; in others they are sluggish and do not want to think—that is one "pointer" toward judging a teacher's work. Again, on the street I can at any time find the pupils of some schools playing about, but to find the pupils of other schools I must go to their homes, where I find them studying—that is another "pointer." It is not fair to judge a teacher by the people's opinion of him; the only fair test is to see his work. Another test is to watch the pupil's character-growth; but this takes time. Another and an excellent test is the joy of pupils in their school work, and the pleasure or distress of pupils on being promoted to different rooms. For children are shrewd in their judgment, and soon learn the kind of teacher with whom they come into contact.

Supt. Weiss: I agree with the former speaker on some points. To judge a teacher, you must see him at work, and insist on his doing his own work. A poor teacher will want you to take charge of his classes when you visit him, in order to escape criticism. The children's liking for or dislike of a teacher is no test of his work. Pupils often like a teacher who lets them run, and dislike one who makes them work. If you make a teacher do his own work when you visit him, you have the true test.

Supt. Houser: We may or may not judge of a teacher's work by the sentiment of the community. If the schools of a community have for some time had the best teaching and discipline, then public sentiment concerning a new man is a good test. If the schools have had poor management for some years, a good teacher will be disliked, on account of the very reforms which he introduces.

Supt. Buehrle: The attendance at a school is one test of a teacher's work. Often two teachers with pupils from the same homes will have schools that differ widely on that point. Another test is the condition of the school when you enter. If as you enter you find every one at work, you are likely to see a good school; but if you find every one looking around, the work must be poor. How to correct this is another matter. It is impossible to give specific advice. We can only suggest where improvements are needed. The care of the health of the children and their general welfare at school is another test. The teacher who does not love her pupils cannot do the best work. She should aim to take the place of the mother while the child is at school. Still another test is the kind of reading the pupils do, over which the teacher can have large influence.

After this discussion Supt. A. G. C. SMITH, of Delaware county, read the following paper on

THE ATTITUDE OF THE SUPERINTENDENT TOWARD THE PROFESSIONAL CERTIFICATE.

On the 12th day of July, 1854, the first election for County Superintendents having been held on the first Monday of the previous month, the Superintendent of Common Schools of Pennsylvania, Hon. C. A. Black, called the newly-elected superintendents together at Harrisburg for a conference.

Teachers and their qualifications was one of the subjects which received much of their attention. The scarcity of suitably prepared teachers suggested the idea of different grades of certificates, and the convention, made up of over forty County Superintendents, recommended to the Department the issuing of three grades of certificates. "But after mature reflection," the State Superintendent says, "I decided on adopting but two—the first permanent, and to entitle the owner to the rank of professional teacher, and the other merely temporary and provisional, and which entitled the holder to no rank in the profession." In order to obtain the first a thorough examination was required. Its requirements were similar to those for the professional of to-day. It read as follows: "By authority of Law, Common Schools of Pennsylvania, Teacher's Certificate. It is hereby certified that A. B. has passed a thorough examination in Orthography, Reading, Writing, English Grammar, Arithmetic, Geography, and in the Art of Teaching."

Hon. Henry C. Hickok, in his annual report to His Excellency Gov. James Pollock, in 1858, said that incompetent teachers received this grade of certificate from Superintendents, sometimes as favors, others received them because the Superintendents had not been provided with any other kind of certificate, and again the best and most cautious Superintendents discovered, in the course of time, that they had made mistakes in their estimates of teachers' qualifications. He further states, "It resulted from these various causes, that a considerable number of teachers, at the close of the first three years, held the permanent certificate whose qualifications did not entitle them to it, especially in that *essential* item, the Art of Teaching. Instead of a protection to the schools, these certificates became an imposition upon the public, for directors could place no reliance upon them."

In order to overcome this difficulty a new form of professional certificate was adopted in the fall of 1857, known as the teachers' county certificate. It read as follows: "Act of May 8, 1854. Common Schools of Pennsylvania. Teachers' county certificate. It is hereby certified that A. B. has passed a thorough examination in orthography, reading, history, arithmetic, geography, English grammar and in the art of teaching." It still retains its permanent nature, but is restricted to the county in which it is given. Superintendents were authorized to issue it to all teachers holding a permanent certificate and whose work was satisfactory, and to examine any one about whom they had any doubts, and annul their certificates if the examination should not prove satisfactory.

A county superintendent of one of the counties which has stood in the very front of educational matters in this State in his report for 1858 says: "As many of the teachers of the county received permanent certificates from my predecessor, I have as yet granted none of that class whatever." Bear in mind that these certificates were also spoken of as professionals, and were issued in the same manner as we now issue professionals.

By the Act of Assembly of April 9, 1867, the permanent nature of the professional certificate, was revoked, and the present certificate with which we are all familiar, was authorized in its place. In the mean time United States History was added to the list of studies in which the applicant was to be examined, and at a more recent date physiology and hygiene. Another very important addition is made to the professional

now issued, wherein it certifies to the good moral character of the holder.

Dr. D. J. Waller, State Superintendent, in his reports for 1890 and 1892, expresses his regrets at finding so large a number of the teachers of Pennsylvania still holding the provisional certificate. It is better that this should be so, than that the standard for admission into the ranks of the professional teacher should be lowered in the least. So far as I know, the graduates of our Normal schools, although the numbers graduating each year are being largely increased, are readily employed, and the supply still does not begin to meet the demand. Hence the necessity for the teacher with the provisional certificate. While some of the conditions continue to exist about as they did years ago, yet they become more favorable each year. The number of professional grade certificates, including those given by the Normal Schools, is rapidly increasing, and the number of provisional certificates gradually decreasing.

From an examination of the reports of the first few years of the County Superintendency, we find that superintendents, with few exceptions, were very liberal in their standard for the granting of professional certificates. Counties which have always been among the first in educational work, gave as many as thirty, forty, and sixty or more professional certificates in one year. Now the same counties rarely give over ten to fifteen, and often as few as five to seven, showing that a decided stand has been taken for higher qualifications. Since the large part of such certificates held to-day have been given under this higher standard, they are entitled to our confidence.

How are professional certificates granted? The law states very clearly that a thorough examination is required in the branches named.

It is the custom of some Superintendents to issue a professional certificate upon the result of the work done at the regular teachers' examinations for provisional certificates provided the work done on such occasions satisfies the examiner that the candidate has reached a suitable degree of proficiency in the studies required and has at the same time shown unusual skill in the Art of Teaching.

Other Superintendents hold examinations at stated periods for those who desire to obtain professional certificates. Only those whose work in the school-room has been satisfactory, are admitted to the class, and if the standard set for the examination is reached by the candidate, a professional certificate is issued.

It seems to me that it makes little difference what the method is, if the proper care is exercised and good results obtained. We can obtain a gradual increase in the standard by requiring still more careful work done in the school-room and a higher percentage of work done in the examinations.

Some Superintendents require a satisfactory examination in additional branches to those named in the professional certificate before they issue the same. This seems to me uncalled for. The law does not require it and the teachers' rights in the matter should be respected.

I would encourage teachers to prepare themselves in other branches than those called for, because it would give them higher standing in the profession. I would even go further and encourage the holders of permanent certificates to add studies to their certificates. The teachers of Delaware county are continually advancing in this way, and the committee on permanent certificates does not hold a meeting at which there are not one or more applicants for additional branches to their already procured permanent certificates. These results may be obtained through the professional zeal of the teachers in any county, judiciously encouraged by the County Superintendent. Under the present laws we have no right to *demand* them.

A professional certificate may be given upon a teacher's skill in the Art of Teaching alone, even though the standard of scholarship is scarcely fair. Great care should be exercised, however, in the use of this privilege. Where a teacher has been employed in a primary school for a number of years and has shown a special aptness for her work, I believe a professional certificate may be given, and justly so, although she may not have proven herself strong in her studies. Care should be taken not to issue professional certificates to teachers whose scholarly attainments have reached a high standard but whose practice in teaching is only fair. There should be no exception to the rule that a higher standard of *teaching* is essential for a higher-grade certificate.

I have frequently heard the question of professional courtesy brought up in connection with professional certificates. A Superintendent can not well indorse every professional certificate which comes to him. This Commonwealth is large in territory and varied in interests. Because of many local circumstances, the standard of admission into the profession is much lower in some sections than in others, and the standard for the professional certificate is likely to be correspondingly low. A county with long school terms and high salaries, comparatively speaking, must regard very carefully the applicants with professional certificates who knock at her doors for admission.

It might be well for the Superintendency of the State to advocate a change in the law relating to the granting of permanent certificates, making it necessary for a teacher who secures a professional certificate to add to it, say: Algebra, Book-keeping, Natural Philosophy, Botany, Rhetoric, U. S. Constitution, English Literature and History of Education before he could become eligible as an applicant for a permanent certificate.

I am of the opinion that the professional certificate should stand for more than it does at present. The life certificates given in many of the other States call for proficiency in many branches which are not mentioned and often not thought of in granting professional and permanent certificates in this State.

At present, I see nothing else for us to do as Superintendents but to grant professionals for satisfactory work done in what are familiarly known as the "common branches." We can, however, as I have intimated before, raise the standard of examination in the studies and require more efficient work in the school-room, so that in a few years those who hold professional certificates and permanent certificates will be among the strongest teachers in the county.

Supt. Buehrle: Is the point well taken that for the professional certificate we should require no more studies than the provisional requires? For instance, to complete arithmetic do we not need a knowledge of algebra?

Supt. Weiss: Is there any authority in the law for one man to endorse another man's professional certificate?

Supt. Slotter: We grant professional certificates without added branches. Our teachers themselves have raised the standard for permanent certificates to the standard required by Normal schools for the Junior examination. By taking a firm stand on this matter, we have had no trouble about it for twenty-five years. The teachers themselves desire it.

Prof. Spayd: Dr. Buehrle's point is not well taken. If his idea were carried out, in order to know physical geography all the sciences must be studied, and to teach arithmetic would involve no end of supplementary branches.

The time for the general programme having arrived, this department adjourned.

ROUND TABLE—PAVILION.

HERE attention was given to Normal school matters, the Chairman being Principal M. G. Benedict, of Edinboro. The first paper was read by Supt. JOHN MORROW, of Allegheny, on

SCHOLARSHIP OF NORMAL GRADUATES.

This subject is not one of my own choosing, and it was with great hesitation that I agreed to say anything on it at all. Under the circumstances, therefore, I feel free to thrash around a good deal on both sides of the fence. The programme limits me to twenty minutes, but if I should consult my own feelings in the matter I would say all want to say, and perhaps more than I ougl to say, in much less time.

The subject, "Scholarship of Norm School Graduates" is somewhat limited in i meaning and application, though I presun the committee assigning it intended tl term "Scholarship" to be understood ar used in a general sense to mean the quali cations and fitness of the average Norm School graduate for the responsibilities his lifework. In this general way, then, will be considered.

The Normal Schools of Pennsylvania ha had a large and continuous contract of r sponsibility before them all along throug their history. From the very start th have been a fruitful theme of adverse cri cism. I recall with great distinctness tl first meeting of this Association I ever a tended, nearly thirty years ago, in Green burg. On that occasion, Dr. Wyers, West Chester, Dr. Cattell, of Lafayette Co lege, Prof. Burtt, of Pittsburgh, and othe all spoke in a negative way of the schola ship of Normal School graduates. That w not the first meeting at which the Norm Schools were disparaged, and very fe meetings since that time have been allow to pass without some one assailing them vigorous terms. Indeed, the situation is ful illustrated by the story of the Irishman who neighbors were always fighting him. C one occasion they were kicking him wi great energy, when he protested that tl nature of the offence did not call for so vi orous a use of their feet. This seeming i regularity, however, was quickly ma right by another Irishman who yelled ou "Stand it, Moike. We're your frinds, ar we're doin' it for yer own gud." The mo sarcastic things I have ever heard sa about the scholarship of the Normal Schoo and their graduates have been said by tho who first proclaimed their unalloyed frien ship for these schools, and, like the Iris men, seem to feel warranted in their scat ing criticisms of these institutions, as th claimed, for the good of the institutio themselves.

It is freely admitted that the average N mal School graduate has some grave faul in this regard he is not very different fr the graduates of other institutions of lea ing; but while we are generous in our a missions, let us also be just in our conc sions. The Normal Schools have alwa invited honest and thoughtful criticis void of the acrimony and bitterness wh frequently characterize public discussio This kind of criticism has always been w comed, not only by the Normal School p ple, but by the friends of the public sch idea throughout the State.

Such criticism, however, has not alwa been the rule. Too often the cloven foot personal interest has been painfully visil when the improvement of the Norm Schools was up for consideration; and ge

erally in our discussions of this subject, the lines have been clearly and sharply drawn between the friends of the Normal Schools on the one side, and those interested in little private schools, academies and colleges on the other. The Normal Schools are designed to be, and are essentially, professional institutions. They should be conducted on the same general principles as other professional schools, and should be held up to the same standards of thoroughness and efficiency; but to expect them to send out teachers all of whom are first class in their profession is the acme of folly. No other professional school has ever been able to attain any such dizzy heights of success, and why should such an unreasonable demand be made of the Normal Schools?

The law schools of the country send out scores of failures every year. The medical department is said to furnish very nearly as many quack doctors, annually, as it does *skilled* physicians, and the theological seminaries of the country bring up the rear with their full quota of "tired" preachers. All these professions are loaded down with representatives who would have made excellent farmers, carpenters and blacksmiths, provided they were not too lazy to work. But who has ever been heard to lampoon the professional schools that graduated these people and turned them loose on an unsuspecting public? We have in our city schools at home seventy-six Normal School graduates, representing very nearly all the Normal Schools in the State. I regard about five or six of these teachers as failures, but it has always seemed to me to be more nearly in harmony with fair play and honest dealing to speak of the seventy that are doing excellent work, rather than indiscriminately to abuse all of them on account of the few who are worthless.

The Normal Schools profess to make at least fairly good teachers and no more, but even this much is a work of grave responsibility. To be a successful teacher implies a great deal. You must be in possession of a sound, healthy body. You must have good, hard common sense. You must have a thorough knowledge of the subjects you profess to teach, and with all you must be willing to work. The absence of any one of these four qualifications is fatal to success, and yet there is only one of these essentials that the Normal Schools can ever hope to be able to supply. It thus appears then that at most they are responsible for only one-fourth of the failure of their graduates.

A Normal School can furnish a thorough knowledge of the subjects to be taught, and the best methods of presenting them, and that is the most it can do. A wide-spread belief prevails, however, that they are not now and have not been doing this work as well as it ought to be done, and I fear that this opinion is not altogether without foundation. It is conceded that the Normal Schools have a difficult task to perform. The young people of the country, with all grades of crude and limited attainments, flock to the Normal Schools, and many of them enter with the demand that they must be put through and graduated in one or two years in spite of their unfitness. The rank and file of students nevertheless go with the most praiseworthy motives. Yet some are induced to attend because they have been unable to secure a second or third-grade provisional certificate from the Superintendent of their district; they seek to get round this official in a year or two by pushing through a Normal School. Others again drift into the Normal Schools without any definite motive except perhaps that their parents and relatives wish them to do so.

The problem of the Normal Schools then is to transform these crude, inexperienced, and untrained young persons into scholarly and cultured teachers, and this too in the remarkably short space of about two years' time.

These people are classified and usually do faithful work. They are passed from grade to grade by the faculty, sometimes on rather low records, it is true, but with the hope that they will be able to do better work and more of it the next quarter. At the end of two years, generally, they are recommended to the State Board of Examiners for a final sifting and graduation. It is the duty of this Board in a hurried examination of two days, usually roasting weather, at the heels of the session when every person is tired and worn out, to determine the scholastic attainments of these young folks, and to put under a cloud of failure and disappointment those who may be adjudged by any two members of that body as unworthy to pass.

In my judgment this is all wrong. No doubt there are in every large class of sixty or seventy candidates, eight or ten who ought to be rejected; but the average Board of Examiners cannot under the circumstances do so intelligently. They would not if they could, and it is not right that they should.

Let us see why. A young woman attends a Normal School for two or three years, and is advanced by the faculty from grade to grade and led to believe that she is going to graduate. Her father and mother, brothers and sisters, more than a hundred miles away, are all glad that Susan is expected to graduate at the coming commencement. It is spoken of and understood in the neighborhood by her friends and neighbors at home, that Susan Jones will finish the course at the Normal School in a few weeks. Her relatives select presents for the commencement occasion. Her mother gets her graduating dresses ready, and the whole family look forward with great expectations to commencement day. At the last moment the word goes home to her parents that poor Susan has been rejected by the committee, and she is sent home as a failure in disgrace, broken-hearted, to meet her relatives and

friends, and to be the subject of gossip for the news-mongers and busy-bodies of the neighborhood. Such a course of treatment of any young person who has been making the best possible use of the time is both heartless and criminal.

I want the Normal Schools to brace up, and make better scholars; no one is more anxious for this than I am; but the last day of school is not the time to chop off heads. The lopping-off process should begin at the other end of the line.

Let a high standard of admission be set up. Make the entrance examinations as comprehensive as they ought to be, and class all comers where they belong. This would compel the public schools, high schools, academies and private schools of the country to do better work. As it now is, the Normal Schools can do but little with the material furnished them. After this has been done, hold the classes down to the successive grades until they are thoroughly finished, if it takes five years to get through. And finally, when classes are recommended to the State Board of Examiners for graduation, let them be treated as are the candidates of all other professional schools. If they show proficiency in only one branch, give them credit for that, and let it go on record that one subject, at least, has been thoroughly and satisfactorily finished.

But how is it now? Under existing regulations, if a candidate receives two negative votes on any one study, he is knocked clear out, and gets no credit at all for knowing anything. I confess that I am unable to see either sense or justice in any such procedure, and after careful investigation have been totally unsuccessful in finding a parallel to this kind of management in any other class of professional schools in the United States.

The Normal Schools could be much improved by establishing a uniform standard of admission to the classes of the last two years of the course. Uniformity also in the tests for graduation would be a long step in advance of the present system. The questions for all these examinations should be prepared at the School Department and sent to the different Normal Schools on the same day, in charge of enough assistants to conduct the examinations properly. The manuscripts should then be taken to the Department and carefully reported upon according to their merits.

I am advised, through correspondence with thirty-five of the leading colleges and universities in this country, that the tendency in all professional schools now is to hold students back on the branches in which they are deficient until the work has been thoroughly and entirely finished. Every student gets full credit, however, for all the subjects he masters, and just as fast as he masters them.

Two other causes are potent in reducing the standard of scholarship in the Normal Schools. The sharp competition between the Normal Schools themselves for students compels these schools to tolerate a grade of scholarship that is far too low. Another source of degeneracy in scholarship, in my judgment, is the high premium placed upon methods of instruction, while a knowledge of the philosophical principles underlying the subjects to be taught, is at a discount.

Every Institute lecturer in the country holds up to view and elaborates the importance of psychology, pedagogy, methods of instruction, history of education, etc., etc. These subjects appear to have a complete monopoly of educational journals everywhere, and the Normal Schools readily fall in with the procession and all shout for methods.

I would not discourage a proper amount of attention to these subjects, but I have always been of the opinion that it is quite as important for a teacher to have something in his mind, clearly understood, to present to his classes, as to have some patent method of presentation. No amount of knowledge in the line of methods can ever help you to present to others that which you yourself do not know.

On motion, discussion was deferred until the second paper had been read, which was by Prof. D. C. MURPHY, of Slippery Rock Normal School, on

PROFESSIONAL TRAINING IN NORMAL SCHOOLS.

When Napoleon, more than a century ago, was thundering at the gates of Berlin, it went around among the German people, "We must educate the peasantry." Out of the enthusiasm of that saying came the University of Berlin; and nearly a hundred years afterward the most magnificent army that ever crossed Europe marched to the gates of Paris, thundered against them successfully, and entered the city.

America before that understood the secret and power of Christian education and the education of the common school, and for two hundred years she has been training her young people. Never, however, has the work been so vigorously carried on as at the present time. A professional interest in any business elevates it at once: invests it with life and vigor, and takes it out of the realm of drudgery. Such an interest is the teacher's inspiration, manifested to-day all over our great Commonwealth. Our Normal Schools with the advanced methods and the training of teachers, with their instructors full of enthusiasm and inspiration, are sending forth every year persons better equipped for the work. For years these schools were vigorously opposed by those who denied the necessity or usefulness of professional training; but they have outlived all detraction and censure and have become strongly intrenched in the public confidence; having

now an unimpeded way in which to develop themselves along all lines which lead toward broader, fuller, and richer work. They have fought successfully against the false sentiment and delusive idea that "all teachers, like poets, are born and not made." So fully did this sentiment control the world's thought that for centuries people believed that a knowledge of the subjects taught without any investigation of underlying principles was quite sufficient for a teacher. The establishment of the Normal Schools in our State, therefore, marks an epoch in our educational history, as plainly as the inauguration of Washington to be President of the United States marks the beginning of an epoch in our political history. Our State has for several years been pursuing a liberal policy of educating teachers through the agency of these schools.

Horace Mann said fifty years ago, "I believe the Normal Schools to be a new instrument in the advancement of the race." The Normal School is essentially a product of modern times, and we need not turn back the pages of history to discover the idea in some Medieval University. "That would be like looking for the Declaration of Independence in the writings of the Greeks or Chinese." The Normal School is not only a modern idea, but an expression of the voice of the people in their demand for better trained teachers. The influence of these schools directly or indirectly inspires those who are engaged in teaching and exalts the work into an honored profession. Normal Schools must therefore lead in the advancement of professional training, or their usefulness will end. Superintendent Calkins said recently, "Observing the work of many teachers from their first attempts through several years of teaching, leads us to inquire, 'Can anything more be done than is now accomplished in the training of teachers which shall enable a much larger number of them to do right work from the outset.'" He assumes that there have been and are failures in the work of those sent out from Colleges and Normal Schools. Some of these failures may be traced to the peculiar and inherent tendencies of the individual; some are the result of imperfect training for the work; and some arise from the environment of the school, leaving a very small per cent. of those who enter the profession to rise into prominence. If educators will undertake to seek better ways to success in teaching, with that degree of watchful observation and patient study which is practiced by those who, through difficulties, learn to know the psychological development of the animals they train, there will be unprecedented advancement in our work in the future. Every year brings the teachers' profession farther to the front; hence there is an increased obligation resting on every true teacher to lift the educational work to higher planes of perfection. The educational interests of our great State are so important that it becomes the duty of the State to see that those who undertake the instruction of her children shall have laid a foundation, broad and deep, in professional training. This holds within its bounds two specific things: the "Science of Teaching" and the "Art of Teaching." Under the first we must take psychology as the basis of our work, and seek in its teachings the principles of development and from them evolve our methods as a guide to instruction.

President De Garmo says, "The first requisite in the development of training teachers is the study of Psychology." In the report of the Committee of Fifteen, we find they recommend that early in the course of study, teachers in training assume as true the well-known facts of psychology and the essential principles of education, and guide their later study and practice by the light of these principles; that the most fundamental and important of the professional studies which ought to be pursued by one intending to teach is psychology.

Modern educational thought emphasizes the opinion that the child, not the subject taught, is the guide to the teacher's efforts. To know the child is of paramount importance. We study the child's spontaneous acts in body and mind; "these are the buds of promise." No common sense law of discerning the physical, mental and moral conditions is sufficient. "We must know, by studying the child, when his spontaneities develop, their seasons, their strength and their number." If we wish to know how to treat a plant, we must know the conditions of its healthy growth; what culture it needs at first and during all its growth.

The teacher who thus studies the laws of development in the child's mind, as the florist studies the growth of the plant, soon discovers the proper method for training the mind. We must study the child as a personality, and not as something to be weighed or analyzed. Many young teachers who have not had proper training in teaching, instead of seeking by study the conditions of the minds about him, becomes an imitator of methods rather than a master of his work. Instead of studying the children themselves, in order to reach a psychological basis, we are too apt to educate according to some course of study. We cannot afford to wait a decade or a half-century for some gifted teacher to appear who knows how to read and reveal the child-soul to the world. We cannot wait for a Pestalozzi or a Froebel. It cannot be done by one or two heaven-sent men for all time or for all teachers. It must be done daily, hourly, by every teacher who would use the key to real success. One of the best psychologists in America sat a whole afternoon in a summer house watching some children playing on the lawn. "Why do you do that?" asked a primary teacher, who was a member of the professor's class. "I am learning what to

say to you to-morrow morning," answered the wise teacher. In Pennsylvania there is a beautiful river; its waters come from the North; it winds its way among the valleys. If we were wishing to find its source, we would not go wandering all over the State to find it, but just trace the river to its beginning. One of the objects of professional training is to lead teachers to find the source of true work without wandering in a blind, aimless way all over the field of experience. The teacher who learns to teach by teaching, without any thought of the proper development of those under his charge, or without any instruction from those competent to point out defects and suggest their remedies, is apt to think all teaching alike. One who thus gropes in the dark can never expect to rise in the profession, while those who are trained in the Normal Schools under the direction of a skilled leader will find the training worth more to them than many years of experience, when left to discover their own faults and find their own way to correct them. The training school, with all that it includes, is a great step in the evolution of the ideal teacher. Such schools are full of possibilities both for pupil and teacher, and all true training increases the teacher's knowledge, and his power to gain knowledge; gives greater power to think clearly and independently, and stimulates the natural love for knowledge and the work of teaching. Those who receive the highest training are those who come conscious of the greatness beyond in the profession, and who will radiate a helpful, invigorating spirit, and open to the teachers under their charge the possible dignity of the profession.

Again: The Normal Schools must make ample provision for the academic training of their students. The teacher must have cultured powers and a well-informed mind. Whatever half-truths may lie in the principle advanced by Jacotot, it is certain that a person cannot teach what he does not understand. One of the great faults in all teaching arises from ignorance of the subject taught. No person can succeed in teaching a subject unless he not only knows it thoroughly, but also has a clear idea of the end he should seek to attain by teaching that branch of knowledge. No good results can be expected when the ignorant teach the ignorant. An error lies in the popular fallacy that almost any one can teach small children, when in fact the best talent, the widest knowledge, the utmost skill, the best trained teachers, are needed in the primary grades, for there is where the mind is awakened. The child when asked why he went to school, replied, "To learn something new." This may be partially true, but it is more frequently true that children attend school to have the mind quickened and prepared to receive knowledge, or rather to have the mind developed so that the child can understand that which he could not comprehend before. This power must be attained in the primary schools, and the teacher, to do good work, must have a sound practical education and broad culture as the foundation. The teacher must understand the training and appreciate the value of all the activities of the child. If by magic power we were able to bring all great teachers of the ages to life for the purpose of formulating as perfect a system of educational doctrine as is possible for the human mind to create, they would first "call a little child and set it in their midst," for it is only from the study of the children, in their growth from infancy to maturity, that a system of educational psychology can be formed.

Text-books and teachers at one time required pupils to commit to memory long rules and many exceptions under each; everything was memorized, the pupils simply repeating words. Later some educators discovered that such unintelligent memorizing was a questionable educational method; that while the child was memorizing the text-book, the observing and reflecting powers lay idle and inactive. When educators were awakened to these facts, they found that a boy with a wretched memory for dates, participles, and abstract rules, under the concentrated powers of a well-trained teacher could easily learn to name the rulers of the country, could analyze a flower, could tell of the winds and waves, or work with the saw or plane; that the girl who had but little talent for mathematics, when given an opportunity, became a ready pupil in literature and science.

We conclude therefore, while it is a mistake in a Normal School to make scholarship a subordinate aim, it is an equally grave mistake to make the training the subordinate aim. "We are apt to educate too much and instruct and train too little." We are taught in physiology that the food is still outside the body until it is digested by the work of our own organism; then it is ready to be absorbed and assimilated. We are frequently reminded that what a man learns does not educate him. "Education is the result of activity, not receptivity." A man's spiritual nature does not grow because he attends church regularly and hears good preaching; it is the activities of his own spirit that cause his soul to grow. The preaching may be the power which awakened the growth, but the true growth must come from within. David could not fight in the armor of Saul; he had that which served his purpose better, that which he himself had developed through his own activities. The personality, the individuality, is a distinctive characteristic in every teacher and should be well-trained; and since the aim of the school in general is to develop and rightly train each child, then the Normal School must strive the harder to send out teachers whose individuality has been recognized and stimulated. Profes-

sional preparation and training is demanded of all who can reasonably expect to succeed in the work of transforming the child into the man or woman by developing all the powers of body and mind. The day has gone by when every person who is conscious of his imbecility in other lines of work can hope to be counted competent to train the weakness of infancy into all the virtue, power and wisdom of mature years.

What the teacher imperatively needs is a clear knowledge of the ends and principles of teaching. He must know his work. "The laws of culture and instruction, the relation of the different branches of knowledge to each other and to the mind, the methods by which the human powers may be called into being and trained, must all be understood and appreciated by those who would attempt to bring up the feeblest of creatures into a representative and interpreter of the Divine."

Art of Teaching.—Another object of Normal instruction is to lead the young teacher slowly from the "science of teaching" into the "art of teaching." Some writers tell us that before students are able to understand practical pedagogics, and before they can appreciate and apply methods of teaching, they must have finished their education so far as the academic work is concerned. This is a fallacy. While it is important, as already stated, that students have a broad knowledge of all related subjects, yet those who are able to comprehend the theorems of algebra and the translation of languages, may be easily led to understand the principles of pedagogy.

It not unfrequently happens that young ladies and gentlemen from the country are the quickest to perceive the truth of pedagogical principles, and will make better teachers than those "who have been kept in the atmosphere of schools till all spontaneity has been crushed out of them." Young people of practical minds, if given opportunity, will readily understand methods of teaching. The "art of teaching" involves a knowledge of a few fundamental principles. It has been shown in the experience of educators that many young teachers who have the requisite training can apply well a few principles of which they have a clear and definite knowledge. Teaching like everything else has to be learned. Doubtless a farmer might become a good lawyer; by entering the court-room and beginning the practice of law without any preparation, he might in course of time become a good lawyer; but who would want to be the victim of his blunders in order that by long and continuous practice he might become a lawyer? If there were no law against it, any man might open an office as a practicing physician and begin to administer medicine; but who would want to be his first patient, so that by practice he might become a good physician? How much more important is it that we do not sacrifice the children in order that young people without any preparation may become teachers! It is well to remember that teaching is a kind of work which cannot be accurately measured; that real power and skill in teaching are not born of uncertainty, but grow out of the teacher's knowledge of what is fundamental in the art of teaching. No educational problem should be more frequently discussed than the proper training of teachers who are to discipline and instruct the children of the land.

There are two ways in which young people may gain the required training in the Normal Schools, namely, by observation and by practice, under the eye of the critic teacher. It is the purpose of the instructors in our Normal Schools to make their own teaching in each department a practical illustration of the proper methods to be used.

Students receive instruction in the elements of pedagogics, and are given practice in the training department. They must be governed by the principles of the science and the observation of correct methods. Student-teachers are not however to become imitators of the training teacher, but to learn from him the applications; from him receive inspiration and encouragement for all good efforts. "A little child does not wear red because that is a favorite color worn by the teacher, but catches ideas of neatness of apparel from the teacher; she does not use the same accent or intonations of her teacher, but learns from the teacher to make her conversation life-like; she does not act like the teacher, but from the teacher she learns to develop her own personality. So the teacher by his presence inspires the student-teacher. Dr. Arnold was the greatest teacher England produced; not because he made boys understand quadratics best, or rendered them most capable in translating a difficult Latin text, but because he impressed upon their souls new and noble ideals of honor, of lofty and abiding attainments. His students went forth inspired by his instruction to be something and to do something. They felt the thrill of a restless ambition imparted from his mighty influence. So the teachers who are constantly under the guidance of those whose natures give out inspiration, by continual observation may by such training become efficient, honored, successful teachers.

Practice Teaching.—The best professional training comes from practice under the direction of those who are competent to point out defects and suggest remedies. This is worth more to teachers than many years of experience when left to discover their own way out of them. There is nothing more commendable in the teacher, as in persons in other avocations, than knowing how to do his work well. This is illustrated in the event which took place in Lynn, Massachusetts. In one of the manufacturing establishments something went wrong with the machinery. It was necessary to stop

the works, and thus throw 2000 persons out of employment, and this caused to the owners of the factory a heavy loss of several thousands of dollars because they were unable to fill the orders that arrived. Several men were called into the factory to discover the trouble, none of whom were able to solve the mystery. A machinist in New York was telegraphed for, who arrived and with a little hammer tapped along the machinery until he found the difficulty. In a very few minutes the trouble was remedied and the wheels were again in motion. His bill was $50.50. The owners said they were willing to pay it, or even twice that sum, but requested that he tell them why his bill was such a peculiar amount. His reply is worthy of permanent record, "I charge you fifty cents for the work, and fifty dollars for knowing how."

Normal Schools are measured largely by the success of their graduates in knowing how to teach. If the graduates prove successful the public says, "The school which sends out such teachers is worthy of recognition." If the graduates prove unsuccessful the school is condemned; and while Normal Schools have done much toward elevating the profession, yet there is still needed that unity in the training which will lift them to higher planes. "As the philosophy and methods of teaching are the same for all grades of school exercises, and as the different grades are so related one to another that the teacher of one grade must teach with some reference to all others, every professional school for the training of teachers to teach in a complete system of schools should be complete in itself. If our Normal Schools should provide this complete training for teachers who enter the Normal classes, there would be established in our system of public instruction that unity in school work which has never yet been known in our country."

Prof. Noetling: We are told in some educational journals that the Normal schools are forever "harping upon methods." There may be such schools, but ours is not of them; we "harp" upon principles, and develop the teachers' ability to adapt methods for themselves as their pupils grow day by day—no two alike, any more than are two stalks of corn.

Principal Welsh: I agree that people cannot teach what they do not know, and am in sympathy with the requirement for higher scholarship in graduates; but how about the academical work? I suppose it is the experience of all of us that pupils of intelligence come to the schools who, on examination for scholarship, are found deficient in particular directions. How is this to be corrected, if we may not do academical work? I believe we must and ought to do that kind of work.

Dr. Schaeffer: One of our Pennsylvania Normal Principals made a tour of inspection of the Normal schools of the Empire State. As he went from school to school he found everywhere the same complaint—that the Normal schools were required by law to accept the Regents' Certificate as evidence of scholarship, and *therefore* the scholarship of graduates was often unsatisfactory. So we must not be too ready to agree to *a priori* theories. It is true that Normal schools are professional schools, and should not waste time on the *what* at the expense of the *how;* but it is also true that the teacher wants the what *before* the how, and must get it somewhere. We want to differentiate High school and Normal school work—neither can do the work of the other and continue to be a good school: and why? Because the High school is satisfied if at each step in knowledge the pupil's progress is adequate to take the next step; while if he is to teach, his knowledge must be more exhaustive than that. Helen Schaeffer's power resulted from her clear sight of the relation of every formula to what came after it. We must have some glimpse of what lies beyond, or we waste much time. The demand that Normal schools shall be "strictly professional" will soon cease. The older professions make no such demand of their schools, and why should we? There exists no such "strictly professional" school on the face of the earth; the thing is an impossibility. We shall simplify the whole question when we differentiate between the proper work of High and Normal schools, and recognize that the exhaustive knowledge required for teaching is not what the average pupil needs, but something far broader.

Dr. Philips: It is not wise to require the acceptance of certain certificates as conclusive on scholarship. I wish to commend Mr. Morrow's suggestion of thinning out the classes at the lower end. Most of that can and should be done before the Junior year.

Prof. A. T. Smith: We sent out to the Normal schools of different States a circular letter on this question of professional and academic work. The replies are not ready to tabulate, but what we have are interesting. There is a remarkable similarity in Normal work throughout the country.

Dr. G. W. Hull: After experience in Normal teaching classes for about a quar-

ter of a century, I am not sure that classes do not need the sifting process even toward the end. With all my sympathy for the weak sister, I fear there are some whom we cannot afford to have understand that admission to the Senior class necessarily means graduation. Some will take advantage of that, and you will have a product turned out that will do no credit to themselves or their school.

Dr. Philips: You may have to sift your Senior class sometimes, but I would not leave it till the graduation dress is on the way.

The bell for general exercises cut off the discussion.

EVENING CONCERT.

The Chautauqua management gave a concert by the Swedish Lady Quartette, whose music was very enjoyable, particularly the contralto voice. There were also impersonations by Prof. Lincoln Kirk. The audience was very large. Though the evening was quite cool, the auditorium was filled. The audience remained to the end of the programme, and were well repaid by the "Rock-a-by" melody at the close.

THURSDAY MORNING.

THE devotional exercises at the opening of session were led by Supt. B. F. PATTERSON, of Pottsville, who read a selection of Scripture and offered prayer. The paper of Supt. C. A. BABCOCK, of Oil City, was now read, on

THE IDEAL COURSE OF STUDY FOR THE HIGH SCHOOL.

The answer which one will give to the question, "What should constitute the course of study of the High School?" will depend upon what he believes is the purpose of education. Many, perhaps the great majority, will say that education is to enable its possessor to get a living, and that, therefore, it should be practical, should be limited to the study of those subjects which will be of immediate use in the practice of some craft, or to the knowledge that is essential to the carrying on of trade and business.

Arithmetic, reading, writing and geography are necessary to the world's commerce; for without these it must cease. Astronomy and the Higher Mathematics, for their application to navigation and the measurement of land, and the physical sciences, for their utility in manufacturing, are also recognized as needed branches of knowledge.

Further examination might prove the value for use of many, if not of most of the subjects of study. The trouble with the argument from utility is that it can never conclude. It is an induction from an indefinite number of particulars, and leaves its advocates at different points of the ascent, but each with his theory limited to his own immediate range of vision. What he cannot see to be of use he does not think worth acquiring. It thus begets an economical habit of feeling in regard to knowledge. Economy is in many respects a shining virtue, but there are things in which it is not well to economize. Honesty is one, reverence is another, and knowledge, we believe, is still another. This feeling is sure to arise among utilitarians of all classes, from the neighbors of Sir Isaac Newton, who thought him demented because he spent so much time blowing soap-bubbles in a tub, to Herbert Spencer, with his question of What knowledge is of most worth? We once knew a good old Baptist preacher, who expressed his dislike of an eminent naturalist by saying, "I don't think much of a man who spends his time chasing butterflies with a bag, and looking at bugs with a microscope."

To determine what knowledge is useful would require the possession of all knowledge, and an intimate acquaintance with the history of human development; that is, would require that a condition exist in order to determine whether it ought to exist—a logical suicide.

But on the other hand, suppose it be found that the knowledge which has been pursued the most vigorously—as if its attainment were the only end in view, its mere possession the sole reward of the effort, is the most useful, produces more power than that acquired for some special application, would it not appear, even from the utilitarian point of view itself, that the utilitarian argument vanishes?

It has been said that the common branches are for use in the affairs of life, and that the higher branches are for culture or liberal education—liberal, in the sense of being free from practical matters. This is far from the truth. The most "common" branches, as arithmetic and geography, are most practical when studied most exhaustively, when their consideration is pressed out into their universal relations; and this is also liberal education as truly, though not in the same degree, as the study of the calculus or of fluxious. But it is only by means of the higher branches that the universal relations of the lower may be found.

A good illustration of how the practical use of knowledge involves the use of higher and broader knowledge is found in the recent marveleous applications of electricity, a development so rapid that its years are equivalent to whole generations in other fields, and its method of growth is therefore more easily observed. At first, the demand

was for practical electricians, who could do some things by "rule of thumb," then for mechanical engineers who possessed some knowledge of the laws of electricity and of the construction of machines. These demands were soon satisfied. Finally it is for electrical manipulators and inventors, who have not only practical acquaintance with electrical devices, but who possess the knowledge and the creative imagination necessary to remedy defects and to make improvements, and who must consequently be first-class mathematicians, first-class scientists, and thorough linguists.

Is it not fair then to consider the utilitarian idea as a kind of tinker's philosophy which considers the man of less importance than his job?

Regarding the man as of more importance than any special work he may do, it follows that the one object of all school courses, is culture. Only as the child becomes acquainted with the objects around him, and begins to think them, does he begin to live. Only as the man discerns the thought underlying the objects of the material world, and is able to represent them in terms of his own thought, does he acquire any power over them, or do they have any meaning for him. The world of the present, or of history, has no existence for him who does not rethink it. Every advance in knowledge is thus the realization of a higher self. Culture is not simply a preparation for living—it is itself life. Over against every human soul is the unknown world. It is the aim of the course of study, as a whole, to enable the mind to comprehend that world, and to put it into possession of the best results of the world's thought.

The course is thus an organic unit—from the primary school to the University—and should be determined not only by the nature of the knowledge to be taught, but especially by the adaptation of the intensity of the work to the varying capacities of the students at different periods of their growth. The primary school should therefore contain as many lines of work as the High school or even the University—as language, history, natural science, philosophy, mathematics. The difference will consist, as an advance is made, in more intensive work, rather than in more lines of thought.

The futility of limiting the lower schools to a few subjects, as the "three R's," is found in the fact that the pupil soon reaches the limit of his power, and must go tediously over the same ground again and again, or get into a state of chronic muddle by attempting work that is too abstract, and beyond his comprehension. The pupil before he enters school has already learned considerable natural science—some astronomy, botany, zoölogy, natural philosophy, and geography, even some metaphysics. Why should he stop learning these simply because he begins to go to school? The Kindergarten has recognized the force of this principle, and is, we believe, right in introducing so many subjects into its work. The attention now given to nature study, and to the study of children, in our primary and grammar schools is also a step in the right direction.

The enrichment, and consequent shortening of the course of the study, is another needed blessing. Some natural science and algebra and geometry are much simpler and less abstract than some arithmetic. These should, therefore, change places in the course. Some French and Latin are also simpler and easier than much of the work in English and English grammar; and these should be changed, beginning the languages when the pupil's verbal memory is strongest, and postponing much of the study of English grammar until the abstract reasoning-powers of the learner are more fully developed, or even later than this—let it come after the Judgment. If these and other similar changes were made, much weariness of mind would be avoided, the work would be avoided, the work would be done better and easier, and the course would be shortened as well as enriched.

The Ideal High School Course may be considered then as a section of some length, cut across all the lines of thought which begin in the primary, and extend through the student's life. It carries on in a broader and more general way the work of the lower schools, and is introductory to the University. It is not our purpose to specify the particular studies of which it should consist—witness the reception of the report of the Committee of Ten—further than to indicate the belief that it occupies a distinct place in a general course of education whose aim is to put the learner in the way of possessing the treasuries of thought—thus to a certain extent endowing the individual with the powers of the race culturing him.

The High school should find the pupil after eight years of the primary and intermediate course capable of doing independent work—the teacher at this point guiding and testing the pupil's work. If the lower schools have not produced this condition in the pupils, they have failed. The remedy has already been partly indicated in what has been said concerning shortening and enriching the course, and thus increasing the pupil's interest in it. But the cure will not be complete till the practice of work takes the place of much of the everlasting preaching of methods of work. "I perceive that in all things ye are superstitious," said Paul to the men of Athens. Just before that, we are told, that the Athenians were always inquiring concerning "some new thing." We know of a city which every year for the last fourteen years, has announced that it has just completed the greatest improvement in its schools in all their history. Is that city not cultivating quite a crop of superstitions?

The High School ought in four years to

fit its students to enter the best colleges in the country, or do a full equivalent in other lines of work. Less than this would make it an ideal untrue to its *idea* as an integral part of our system of education.

It should be noted that this ideal course does not increase in the number of lines of thought pursued, but rather decreases, or the lines converge, and the study becomes more intense along each. Or, to state it conversely, each subject is pursued more and more to its limits, its relations to the world of thought are discovered, and there is thus achieved that correlation, which we still have faith to believe was recommended by the Committee of Fifteen.

Finally, it seems evident that a course of study which makes culture its ideal from the primary school to the end, is the best preparation for life that those students can get who do not complete it, but who are compelled to drop out at different stages of advancement; their faces are set in the right direction, and they have been guided awhile along the true path.

DR. WICKERSHAM MEMORIAL.

Col. John A. M. Passmore, made the following report from the Committee on Memorial to Dr. Wickersham:

As Treasurer of the Wickersham Pedagogical Library Fund Committee, I beg leave to report as follows:

I have in the Western Savings Fund Association, one of the strongest Associations of the kind in our city, deposited $1070, which is drawing 3 per cent. interest.

I have a complete list of all the contributors to this Fund. There are quite a number of counties in the State, in fact more than half of them, that have never contributed anything whatever to this Fund. It seems to me it would be a mistake to close up with this amount, as I believe if it is properly presented to the counties where no contributions have been made, at the next Annual Institute, we could raise five or six hundred dollars more, but that will be for the Association to decide.

I have not had an opportunity to converse, quite recently with the Chairman, Dr. M. G. Brumbaugh, who is now in Europe, but at the last interview I had with him, that seemed to be his idea.

He added that Dr. Schaeffer and himself had called upon the Appropriation Committee and asked for $1000 for this Fund; but there was a good deal of trouble just then about the general appropriation, and they did not think it wise to press the matter. Afterwards Mr. Marshall, of the Library Committee, accompanied him on a visit to Dr. Egle, State Librarian, who agreed to set apart for this section of the Library an amount from the appropriation equal to what the Association raises. One of the finest alcoves in the beautiful new building has been secured for this purpose, and all the pedagogical works now in the Library, aggregating some nine hundred, will be transferred to this section.

On motion of Supt. Brecht, the report was adopted, and the Committee continued, with authority to transfer the fund into the proper official hands to be applied to its intended purpose.

AUDITORS' REPORT.

Supt. WALTON reported from the Auditing Committee that they had examined and approved the account of the Treasurer for last year's session, as appended. Their report was adopted.

Resources.

Cash on hand, July 7, 1892	$444 38
Interest on $400 for 2 years at 3%	24 00
Lecture tickets, July 3, 1894	13 50
Lecture tickets, July 4, 1894	4 00
Membership fees (471-11) for 1894	460 00
Room rent	2 00
	$947 88

Expenditures.

A. G. C. Smith, expenses Ex. Com.	$16 27
J. M. Reed, expenses Ex. Com.	13 22
E. Mackey, expenses Ex. Com.	10 00
H. W. Fisher, expenses Ex. Com.	10 00
L. S. Shimmell, expenses Ex. Com.	9 50
L. S. Shimmel, tablets, expressage, etc.	5 60
J. D. Pyott, Reporter's salary and expenses	57 79
J. A. M. Passmore, Memorial Fund	100 00
J. P. McCaskey, Secretary's salary	10 00
W. T. Howell, hauling piano	8 00
David S. Keck, Treasurer's expenses	10 83
Joseph Chadwick, printing	5 75
L. H. Watters, postage, stationery, etc.	5 59
A.G.C. Smith, postage, expressage, etc.	16 00
Addison Jones, postage, circulars, etc.	8 87
W. C. Tuckerman, carpenter work	12 00
Cooper & Vernon, letter heads, etc.	13 50
L. S. Shimmell, postage, stationery	10 70
C. R. Williamson's Sons, lumber	16 70
William Russell, janitor services	10 00
W. C. Tuckerman, packing exhibits	1 50
Jerry March, R. R. fare and hotel bill	8 79
Geo. M. Redman, drayage	8 50
A. G. C. Smith, badges for officers	9 32
Perry L. Smith, boarding Mr. Fuller	1 00
J. H. Lewis, Hall rent	10 00
Jerry March, song books	9 42
	$398 85

Total receipts	$947 88
Total expenditures	398 85
Balance on hand	$549 03

Signed: Jos. S. Walton, R. M. McNeal, L. E. McGinnes, *Auditing Committee.*

DR. BURROWES MEMORIAL.

Dr. McCASKEY made the following report from committee, with statement as to the action of the special conference of yesterday afternoon, recommending an appropriation of $250 toward the Memorial fund.

To the President and Members of the Pennsylvania State Teachers' Association:

Your committee would respectfully report the following as appropriate items of the proposed Memorial in honor of Dr. Thomas H. Burrowes, should sufficient funds be raised to include them all as here named:

1. *Mural Tablet.* This has already been erected in St. James' Church, Lancaster.

2. *Tomb of Granite.* To be erected in St. James' churchyard, where his mortal remains lie buried.

3. *Memorial Window.* To be placed in St. James' Church, of which he was a member and vestryman.

4. *Portrait of Dr. Burrowes.* Life-size head, suitably framed, to be placed in the Department of Public Instruction, the State Normal Schools, and offices of School Superintendents; and copies of the same to be distributed to teachers and schools throughout the State in proportion to contributions received from their respective localities.

5. *Memorial Volume.* Containing sketch of his life and work, selections from his writings, addresses and reports, and such other matter as may seem appropriate in a book designed for distribution throughout the State to perpetuate the memory of one of her greatest benefactors.

As to the funds in hand and such as are yet to be provided:

The expenses incurred in putting the Mural Tablet in place, which have been paid by J. P. McCaskey, ($175), with a further contribution ($75) from the same	$250.00
Cash, 1891, from Supt. Cyrus Boger, Lebanon	12.52
Cash, 1891, from Supt. J. W. Snoke, Lebanon county	10.24
Cash, 1891, from Wm. A. Montgomery, Esq., Chicago	20.00
Interest on above three items, Lancaster Trust Company	4.73
Cash, 1895, N. Ellmaker, Esq., Lancaster	50.00

The above sum of $97.49 is now on deposit at 4 per ct. with Lancaster Trust Company.

Several thousand dollars will be needed to do this Memorial work in a manner worthy of Dr. Thomas H. Burrowes and of the State of Pennsylvania. "Many hands make light work," and the money can readily be raised if those who are the intelligent and—may we not say?—grateful beneficiaries of Dr. Burrowes will aid this effort to do honor to his memory.

We must look especially to the Superintendents and the Teachers of the State, and to the teachers and students in the State Normal Schools, all of whom are daily reaping of what this great man sowed wisely and gladly for the generations of his own time and of the centuries to come.

The Superintendent of Lancaster county pledges a contribution of twenty-five cents from each of his teachers at the annual Institute in November next. Cannot the Superintendents of Counties, Cities and Boroughs throughout Pennsylvania do likewise?

The law under which the Normal Schools were organized and are now graduating their thousands of students was written by Dr. Burrowes. Is it too much to ask that a subscription be taken in each of these schools—to include every student enrolled—the contribution to the fund to be a silver coin, small or large, as a gift of trifling value in grateful memory of one to whom more is due than can ever be paid?

The Pennsylvania State Teachers' Association was organized at Harrisburg, December 28, 1852. Dr. Burrowes, who was a chief agent in its organization, was by common consent chosen to be its first President. No one at that time seems to have thought of any other man for this post of duty.

The financial condition of the Association is such that a generous appropriation can be made in honor of Dr. Burrowes, to whom Pennsylvania owes a greater debt of gratitude for work done in the development of her educational system than to any other man in the history of the Commonwealth.

Your Committee would therefore respectfully recommend that the sum of two hundred and fifty dollars be appropriated from the treasury of the Association in aid of the Dr. Burrowes Memorial Fund.

Signed; J. P. McCaskey, N. C. Schaeffer, M. J. Brecht, George M. Philips, George J. Luckey,* *Committee.*

The report of the committee was adopted, its suggestions and recommendations approved, and on motion of Prof. Spayd, the appropriation of $250 ordered.

Prof. J. R. FLICKINGER, of West Chester, then read a paper on "Education for Citizenship" which will be found in the October number of *The School Journal.*

COMPULSORY EDUCATION.

Hon. J. R. FARR, of Scranton, to whose active and persistent championship, more than to the work of any other man, is due the passage of the compulsory school law, was present by invitation of the Executive Committee, and addressed the Association on that question. His remarks as well as the discussion which followed will appear in the

*Supt. Luckey was not able to be present at the meeting, but writes his approval of the report, and his hearty sympathy with the work.

October number of *The Journal*, page 163 *et seq.*

EXCHANGE OF COURTESIES.

A despatch of friendly greeting from the State Teachers' Association of West Virginia was received, and the Secretary was instructed to send a suitable reply, which was done.

REPORT ON LEGISLATION.

Deputy State Supt. J. Q. STEWART made verbal report from the Committee on Legislation, in substance as follows:

A large number of bills relating to the subject of education was introduced at the last session of the Legislature, but fortunately for the welfare of the schools and the school system, all those introduced did not become laws. We have good reason, therefore, to be thankful not only for what the Legislature did do, but also for what it did not do. We may truly express our approbation of the result in the enactment of judicious laws, and no less sincerely give expression to our approval of the action of the Legislature in defeating such pernicious measures as the bill to provide for the State publication of school books, book commissions to select books, or contract schemes to furnish them.

We need not anticipate the difficulties that may arise in connection with the operation of the Compulsory Attendance law. There is undoubtedly a strong and growing sentiment in favor of a law to compel, under reasonable restrictions, the attendance of children in the public schools. The law recently enacted is a fair and reasonable measure, and will eventually result in much good to the schools of the Commonwealth. The moral effect of the law may already be seen in the preliminary steps which are in progress to provide adequate school accommodations for the children. Let it be accepted in the proper spirit by all whose official duty it will be to execute its provisions and enforce its requirements, and may it have the approval of all who earnestly desire to make our school system as efficient as it should be in all sections of the State.

The appropriation for the current school year and for the next ensuing school year will be five and a half million dollars. The Normal Schools will each receive the sum of ten thousand dollars this year and next, if the bill making the appropriation be approved, as we believe it will. Also the sum of one hundred and thirty thousand dollars each year for State aid to Normal School students, which has already been signed by the Governor. Other measures of importance and of vital interest to schools were passed.

I will place in the hands of the Secretary printed copies of the acts which have already received the approval of the Governor and of the bills also which are awaiting executive approval. Time will not permit of even an incidental reference to the subjects and texts of these laws.

I will add, in closing, that this Association has done much and can do even more in the future in shaping school legislation if its efforts are wisely directed.

To be constantly tinkering with existing laws, regardless of the injurious effects of such legislation, is a costly experiment. It is all right to supplement the laws in the line of progress—free school books, longer school terms, increased appropriations, etc., are examples of such legislation; but to make changes in existing laws simply to be doing something, is a policy that cannot be commended and cannot be relied upon to build up and strengthen a system of public schools. Here is an opportunity for this Association together with all the educational forces of the State to render a good service to the Commonwealth. Vigilant watchfulness on your part, intelligent observation and discrimination in reference to proposed legislation and well directed united efforts, will accomplish satisfactory results in the interest of the cause with which you are identified.

RESOLUTIONS.

The following report of the Committee on Resolutions were read by the chairman, Supt. Hamilton, and adopted without discussion:

Resolved, That the Association recommend the appointment of a committee of five persons by each county and city Teachers' Institute, to be known as a Committee on Legislation, whose duty it shall be to influence and secure proper school legislation and to prevent the passage of unwise and imprudent laws—to act under the direction of the State Legislative Committee.

Resolved, That we express our appreciation of the labors of our representatives in the State Legislature who have guarded the interest of the public schools in the distribution of the State appropriation, and for their efforts in securing the passage of laws extending the usefulness and enlarging the purposes of the public school system.

Resolved, That the thanks of this Association be and are hereby extended to the Chautauqua Association for the free use of its grounds, for the excellent evening entertainments provided, and for the successful efforts put forth looking toward our entertainment and comfort during our stay here; to the C. & L. Railroad Company for the free excursion to the Cornwall ore mines; to the teachers of Lebanon city and county, for membership badges; to Dr. E. O. Lyte for furnishing the singing books, gratis, used by the Association; to all persons on the programme who have so ably contributed to the interest and profit of this meeting, and to the Executive Committee for its singleness of purpose and tireless labors in providing this programme and making this

occasion one long to be remembered in the history of the Association.

The committee also reported back without recommendation the resolution providing for a committee of nine on Teachers' Certificates (see page 125), which on motion was laid on the table.

Supt. Buehrle suggested that the Executive Committee might be instructed to provide general meetings for morning and evening sessions, and round table work for the afternoons. The matter was referred to the committee for consideration, without instructions.

Supt. Boger proposed a resolution that after next year the place of meeting be alternately east and west of the Alleghanies, and the eastern meetings be held on the grounds of the Pennsylvania Chautanqua. The question was not pressed.

REPORT ON HIGH SCHOOLS.

As already noted, the report of the committee appointed last year to consider Secondary Education had been prepared and printed in advance, and was now distributed among the members. Our readers have also had it in advance of this report (see August *Journal*, pages 47–56.)

Dr. Schaeffer, the chairman, added a few words. He thought we are now ready to bring all the children into school—Mr. Farr and his colleagues had attended to that, and would see it done. We are to consider what to do with them after we have them there. You will see in the August *Journal* the High school law just approved; the appropriation for such schools did not get through, but that will come by-and-by. The State should and will recognize in tangible shape the employment of teachers of approved scholarship, and the establishment of an adequate course of study. This course of study should embrace Civics, including the Constitution of Pennsylvania, which is a sealed book to about ninety-nine in a hundred of her people. Our committee has expressed its opinion as to the curriculum approved by the Committee of Ten, presenting ideal courses toward which we should work, but in no case forced upon pupils, or followed beyond the wishes of the community. Legislation amounts to nothing if not backed by public sentiment. We should not forget to enlist the support of the press for all our movements in advance; the papers do the thinking for a large part of the people.

Dr. Philips emphasized the necessity for the study of the structure of our plex government. He had examine report as printed and distributed, hoped it would be adopted.

Prof. Deatrick was glad stress wa on science teaching. This is a scie age, and that fact must be taken int count in arranging courses of s Proper teaching of science will bring an understanding that all truth is one there can be no conflict between rel and science.

Prof. Noetling was pleased to se reference to study of natural phenon He did not exactly see the force much "review." If the teaching well done in the first place, that sh not be necessary.

Supt. NcNeal understood that d ently. The Committee, he thought, posed that we should look back on path from a higher standpoint here there as we progress. It is a re-viev

Dr. J. S. Stahr, President of Fra and Marshall College: That is the p We are not to go over the same gr with the same purpose, for the sam sult. We are to look it over from higher point we have reached. Thi cardinal principle which the report erly emphasizes. Not only do w more in what has been passed over the survey of the ground gained is a stant stimulus to deeper study a higher outlook. The same subje study is a very different thing to pupil struggling with its elements, to the trained mind of the teacher o vanced student. The standard for school teaching is well stated by the mittee. By such work we will accom more to-day, and in the future will better men, better citizens, better ru and best of all, a closer communic man with his God.

The report was adopted unanimou

The following report of the Treas Prof. David S. Keck, shows the iten income and outlay, and balance in T ury, at close of the Mount Gretna mee

Resources.

Cash on hand, July 9, 1894	$5
Membership fees (634–6), for 1895 . .	6
Official bulletin	
Interest on bonds	
	$12

Expenditures.

E. Mackey, expenses Ex. Com. . . .	$
D. J. Waller, Jr., expenses Ex. Com. .	
A. Thos. Smith, expenses Ex. Com. .	

A. Thos. Smith, expenses Ex. Com.	$5 35
D. P. Witmeyer, paper and crayon	25
Josh. L. Lyte, stationery, etc.	51 50
Geo. W. Hull, expenses Ex. Com.	13 50
Schropp & Co., papers, etc.	4 00
Geo. W. Hull, postage, etc.	10 90
Julius Weber, Sr., badges	4 62
J. D. Pyott, salary and expenses	59 80
Geo. W. Hull, boarding lecturer	3 50
Geo. W. Hull, distributing programmes	19 30
David S. Keck, Treasurer's expenses	9 39
J. P. McCaskey, Secretary's salary	10 00
Cyrus Boger, expenses Ex. Com.	13 83
Cyrus Boger, music by G. Light.	2 00
Cyrus Boger, fare of clergymen.	1 20
C. M. Bowman, printing tickets.	1 75
J. P. McCaskey, Chmn. Dr. Burrowes Memorial Fund	250 00
	$497 86
Balance on hand.	$721 17

The tellers reported the result of the election as follows:

Executive Committee—Judson E. Welsh, E. Mackey, G. W. Weiss, J. M. Barton, Lelia E. Patridge.

Legislative Committee—M. G. Brumbaugh, J. Q. Stewart, —. —. Farrar, J. M. Coughlin, D. S. Keith.

At a meeting of Executive Committee, Dr. Welsh was elected chairman.

CLOSING WORDS.

President Jeffers, in closing the session, said that notwithstanding the unavoidable interruption and the noise of the patriotic holiday, all the speakers had appreciated the compliment of an attentive hearing. He had been sorry to call down any one, but the limitation of time is absolute, and the Executive is set to enforce it. He thanked the members for their attention to business up to the very last hour, and hoped all would carry away new inspiration to help us over the hard places, as we work often against wind and tide, against the natural depravity of youth and their hatred of work. We know that we have each other's sympathy, as fellow-sufferers who shall after awhile be fellow-sharers of that glory which is the reward of hard things well done and patiently endured. The fruit will come if we labor and faint not. Some of the most encouraging things ever said to us older teachers are by students who come back after years of absence, who were of the class on whom we thought we had wasted our time. May the Good Father who has been with us here go with us in our work, and make us successful in helping Him to make His world better.

The Association was then declared adjourned, to meet at Bloomsburg in 1896.

COUNTY TEACHERS' INSTITUTES.

THE following is the list of the Annual County Institutes for the year 1895:

Allegheny	Pittsburgh	Aug. 26.
Mercer	Mercer	Aug. 26.
Berks.	Reading	Sept. 23.
Lawrence	NewWilmington	Oct. 7.
Elk	Ridgway	Oct. 14.
Greene	Waynesburg	Oct. 14.
McKean	Smethport	Oct. 14.
Columbia	Bloomsburg	Oct. 21.
Lehigh	Allentown	Oct. 21.
Luzerne.	Wilkes-Barre	Oct. 21.
Northampton	Easton	Oct. 21.
Susquehanna	Montrose	Oct. 21.
Bucks	Doylestown.	Oct. 28.
Delaware	Media	Oct. 28.
Lackawanna	Scranton	Oct. 28.
Montgomery	Norristown	Oct. 28.
Potter	Coudersport	Oct. 28.
Tioga	Wellsboro'	Oct. 28.
Chester	West Chester	Nov. 4.
Dauphin.	Harrisburg	Nov. 11.
Franklin	Chambersburg	Nov. 11.
Huntingdon	Huntingdon	Nov. 11.
Lancaster	Lancaster.	Nov. 11.
Perry	New Bloomfield	Nov. 11.
Schuylkill	Pottsville	Nov. 11.
Juniata	Mifflintown	Nov. 18.
Lebanon	Lebanon	Nov. 18.
Mifflin	Lewistown.	Nov. 18.
Monroe	Stroudsburg	Nov. 18.
Pike	Milford	Nov. 18.
Wayne	Honesdale	Nov. 18.
Adams	Gettysburg	Nov. 25.
Cambria	Ebensburg	Nov. 25.
Somerset	Somerset	Nov. 25.
Venango	Franklin	Nov. 25.
Washington	Washington	Nov. 25.
York	York	Nov. 25.
Carbon	Mauch Chunk	Dec. 2.
Cumberland	Carlisle	Dec. 2.
Snyder	Middleburg	Dec. 2.
Bedford	Bedford	Dec. 16.
Blair	Hollidaysburg	Dec. 16.
Bradford	Towanda	Dec. 16.
Butler	Butler	Dec. 16.
Centre	Bellefonte	Dec. 16.
Clarion	Clarion	Dec. 16.
Clearfield	Clearfield	Dec. 16.
Clinton	Lock Haven	Dec. 16.
Erie	Erie	Dec. 16.
Fayette	Uniontown	Dec. 16.
Lycoming	Muncy	Dec. 16.
Montour	Danville	Dec. 16.
Northumberland.	Sunbury	Dec. 16.
Warren	Warren	Dec. 16.
Westmoreland	Greensburg	Dec. 16.
Wyoming.	Tunkhannock	Dec. 16.
Armstrong	Kittanning	Dec. 23.
Fulton	McConnellsburg.	Dec. 23.
Indiana	Indiana	Dec. 23.
Beaver	Beaver	Dec. 30.
Crawford	Meadville	Dec. 30.
Forest	Tionesta	Dec. 30.
Sullivan	Du Shore.	Dec. 30.
Union	Lewisburg	Dec. 30.

City Institutes.—Altoona, Sept. 2; Scranton, Oct. 21; Wilkes-Barre, Sept. 2; Williamsport, December 16.

MEMBERS IN ATTENDANCE.

ADAMS—5.
J. W. Thoman,
Alberta Thoman,
H. M Roth,
Sara A. Roth,
Geo. W. Baker.

ALLEGHENY—5.
Samuel Hamilton,
John Morrow,
Eleanor A. Morrow,
J. L. Snyder,
J. W. Brockway.

ARMSTRONG—1.
A. D. Glenn.

BEDFORD—1.
Amanda L. Bennett,

BERKS—45.
W. M. Zechman,
Samuel A. Baer,
Mrs. S. A. Baer,
Geo. B. Hancher,
David S. Keck,*
W. W Deatrick,
David B. Brunner,
Amanda E. Stout,
Daniel Gettel,
Eli M. Rapp,
Elmer J Conner,
Sarah Tyson,
A. C. Rothermel,
Edwin L. Mayer,
D. B. Linderman,
Samuel D. Eitzel,
Harvey L. Frees,
Mrs. S. B. Kutz,
A. J. Wobensmith,
A. M. Heebner,
A. G. Jones,
Louise Werner,
Emma C. Houder,
Mrs. C. C. Boyer,
C. Aulenbach,
E. Shollenberger,
Clara Miller,
Lizzie H. Lochman,
C. C. Boyer,
Emma L. Hahn,
Ida C. Koch,
Amelia C. Hobson,
Alberta Richards,
R. A Townsend,
Emma L. Peiffer,
Lizzie D. Keppel,
Sallie Rothermel,
Emma Grim,
M. Ella Yerger,
Mary M. Peiffer,
Alice R. Smeltzer,
Frank H. Hain,
Sadie J. Beam,
E. P. O. Christ,
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H. RUSSELL.
CHARLES MACKAY.

f *Boldly.*

1. Cheer, boys, cheer, no more of i - dle sor - row, Courage! true hearts shall
2. Cheer, boys, cheer, the stead - y breeze is blow - ing, To float us free - ly

bear us on our way; Hope points be - fore and shows the bright to - mor - row;
o'er the o - cean's breast; The world shall fol - low in the track we're go - ing,

p

Let us for - get the dark - ness of to - day. So fare - well, England,
The star of Em - pire glit - ters in the West. Here we had toil and

much as we a - dore thee, We'll dry the tears that we have shed be - fore;
lit - tle to re - ward it, But there shall plen - ty smile up - on our pain;

Why should we weep to sail in search of for tune? So fare - well, England! fare -
And ours shall be the prai - rie and the for - est, And bound - less meadows ripe,

well for - ev - er - more. Cheer, boys, cheer for coun - try, moth - er coun - try,
ripe with gol - den grain. Cheer, boys, cheer for England, moth - er Eng - land,

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HOW BOYS MAY BE TAUGHT TO THINK.

DR. THOMAS G. APPLE, F. & M. COLLEGE.

FIRST, as to the time when this teaching should begin. A foundation should first be laid in the development of the perception and memery. We may call this sense knowledge. It starts in the exercise of sensation and perception, and of the memory. This should mainly occupy the attention of the scholar first, and before he is prepared for pure, or abstract thinking. I do not propose to dwell upon the methods by which this first form of knowledge should be developed, except merely to make the contention that main stress should be laid upon it before the more difficult task of pure thinking should be emphasized. At times it has been contended that boys should be taught to think just as soon as the acquirement of knowledge beings. In a measure this is true. The elementary forms of thinking will manifest themselves just as soon as the scholar begins to know. But the point I make is, that chief stress should be laid during this elementary period in the scholar's life upon the development of sense-knowledge in the form of sensation and perception, or sense-perception, and the memory. During this period teaching to think should be postponed except as it appears spontaneously. A chapter, and a very large one, might be written upon the importance and methods of developing the perceptive faculity, teaching the primary scholar how to *observe* correctly, and on the development of the memory. During this time material is acquired and laid up for use when thinking earnestly begins. It is a mistake to suppose that a scholar must be taught to understand everything he learns. Before the thinking faculty is awakened and developed the memory is active. The scholar can acquire much in the form of elements and rules which will come serviceable later on. But, leaving this interesting subject, let us pass on to the time when the boy is ready to begin to learn to think. How is the thinking faculty best developed?

I answer briefly, by asking appropriate questions, and drawing out the thinking faculty by processes of comparison, leading the pupil from what he knows to that which he does not as yet know, and thus making him to be the active factor in stating his thoughts. It is here and now not the pouring-in, but the drawing-out process. The pupil is now to do his own thinking.

Asking appropriate questions. This is called the Socratic method, because Socrates practised it. We meet it also in the New Testament in the education of the Christ when he was a boy twelve years of age. It was his first appearance in the temple, and when his parents after a painful search at length found him, he

was "sitting in the midst of the doctors, both hearing them and asking them questions." The Christ-child was searching for knowledge, and he no doubt learned some things from the doctors learned in the Law, while he imparted knowledge also to them, though without passing the bounds of a scholar, or learner. For it is said, "All that heard him were astonished at his understanding and answers." The only point we notice here is that the acquiring of knowledge was through the process of "hearing them, and asking them questions."

All thought-knowledge, or thinking, is correlated from the simplest elements up to the most intricate and difficult processes. Hence the law of comparison operates in all thinking. A starting point must be gained by striking upon something the pupil already knows, and then from this proceeding to acquire what is as yet unknown.

Just here comes in the importance of asking *appropriate* questions. Anybody can ask questions; only a wise man can ask *proper* questions. There is a difference between proper questions in teaching, and in examining, a pupil or a class. In the one case you aim to teach him something which he does not as yet know; whereas in the other case you wish simply to ascertain what the pupil already knows. And yet, even in examination, there are proper and improper questions. As a rule, even in examinations the questions should reveal, as far as possible or convenient, the organic relation of the topics, or the law of comparison which holds in all processes of thought. This does not imply, of course, that it may not be proper at times to ask a question that stands alone, disconnected from any other question, but as a rule one question should lead up to another for which it is a preparation.

I referred above to the purpose of asking questions in holding examinations. Here the purpose is to discover what the pupil knows. In teaching him to think, the purpose first is to reveal to him what he does not know. Just here comes in the ethical element in asking questions, in revealing one's ignorance, and thus cultivating the humility of knowledge. The mind is not docile until it acquires this humility. The pupil's first desire is to show his teacher how much he knows; the teacher's first purpose is to reveal the pupil how little he knows. Hence we meet here with *cross*-purposes (cross in a double sense), and a species of fencing begins. Like an unbroken colt, the undisciplined mind does not readily submit the discipline of the bit. The pupil thinks "the teacher must have a poor notion of his ability in asking him such simple questions." If pressed a little closely and persistently, he begins to lose his temper. He will not respond at all until the question asked is more difficult, and then when the more difficult question comes he loses his temper still more, because he cannot answer it. If he had, in a docile spirit, attended properly to the first questions, leading him on step by step, he might have been able to answer the later ones.

After fifty years I still recall my first experience under this trying process of asking questions. I could not see exactly what the teacher's purpose was in plying me with one question after another, and so I concluded to remain silent.

Still the questions came pouring in, going back to simpler ones in order to find a starting point where I could answer. But instead of thinking about the questions I was carrying on a process of thinking about myself. What will my teacher think of me, until at last the tears began to roll down my cheeks. But one or two such processes, if wisely directed, will overcome this pride, and then the mind of the pupil becomes docile and can be moulded as the teacher wills. This is the ethical element in learning to think.* When a pupil has once discov-

* I speak here of an ethical, or moral, element in the process of learning to think. This refers especially to the discipline of the thinking powers. But we may take a still broader view, and say that in all acquisition of knowledge, even the most abstract, as in Mathematics, there is a moral element. In acquiring knowledge the mind is brought into contact with *truth*. Truth is not something neutral as related to the good, but there is a close, internal alliance between the two. Knowledge is opposed to ignorance, truth to error. There is an elevation of the whole nature in acquiring knowledge. The pupil feels it. To accept what is true is nearly allied to accepting what is good as opposed to the evil. I know the two should go together, the training of the intellect and the cultivation of the moral nature. But, as said, there is an elevation in the cultivation of the intellect *per se*. A cultivated mind feels itself averse to the bad. To love the truth of science brings with it an aversion to the false.

Hence, while I acknowledge that mental training alone is not a safeguard against the evil, yet it is not neutral, it is in sympathy with

ered his ignorance and is willing and ready to acknowledge it, he has made a vast stride in the pathway of learning to think. This method of teaching a boy to think can be used in any of the common branches, Arithmetic, Geography, Grammar.

Take the boy of ten or twelve, say twelve years of age, who according to the old methods has ciphered through, or nearly through the Arithmetic. He has learned thus far by rote, has become somewhat proficient in ciphering, doing sums, but he has never yet recited his sums. "Reciting sums! I thought you could only *do* sums." Well, suppose we now start this boy on the way of thinking in his work in Arithmetic. We begin at the beginning by asking him, "What is Arithmetic?" It seems an anachronism to start him away back in those primary rules, after he has ciphered nearly through the book. Well, what is Arithmetic? Perhaps he has, perhaps he has not, learned a definition for Arithmetic. But that is soon learned. I can soon and easily learn the definition by heart. Yes, but let us now begin to frame a definition ourselves. What does Arithmetic teach you? Well, it teaches us how to do sums. What do you call the work of doing sums, as you state it? Why, that is ciphering. Can you think of another word for ciphering? Perhaps, and perhaps not. Let him scratch his head a little (for he must now soon begin to do that a great deal—figuratively speaking). Yes, it is calculating, or computing. Right. Now in computing, one thing is to know the rules, the theory, and another is to apply the rules in doing the practical work—the first we may call . . . the Science, yes, and the other the art. Now try to put these things together, Arithmetic is the science and art of computing. But is there not some other science that teaches us how to compute? What do they use in computing in Algebra? Why, I think *letters*. (The point here aimed at might perhaps be reached directly, as the boy may not have looked into an Algebra, by asking him what instruments, or tools, or things he uses in computing in Arithmetic). Now, try once more. Arithmetic is the science and art of computing by numbers or figures. Perhaps, after pointing out the difference between the science and the art, or the theory and the practice, you might let him fix his definition simply thus: Arithmetic is the science of computing by numbers. A brief, good definition is proper to be learned in beginning a science, but it is not necessary that it should be elaborate; that properly comes with the knowledge of the science itself.

What is the first rule in Arithmetic? Perhaps the pupil halts a little, perhaps he answers readily, *Addition*. No, that is not the first rule. What must you do with your numbers before you can begin to add them up? (Lead him always up to answering your question by asking a simpler one, if he halts). Now perhaps he answers, "You must set them down right first." Well what rule teaches us how to write numbers? Oh, yes! why, Enumeration. Well, what is Enumeration? or what does it teach? Enumeration teaches how to write, or set down numbers. But does it not teach something else? Suppose I set down a number, say 1876, how much is that? Eighteen hundred and seventy-six, or one thousand, eight hundred and seventy-six. What do you call that? That is reading a number after it is written. Now give the definition of Enumeration. Enumeration teaches how to write numbers and read them off. Well, but you might write numbers by the use of letters, or words, may you not? What now must you add to your definition? Enumeration teaches how to write and read numbers by the use of figures. That is all right. But is not a figure and a number the same thing? The pupil soon catches the difference. Now you have given me the rule of Enumeration, is there anything else to learn about it? Yes, I must learn the practical part, viz., how to set down and read off numbers; I must learn to enumerate. This process is not a long one. The probability is that the pupil has already, perhaps long ago, learned the practical work, he can set down any number and read any ordinary number. Still a little drill, or puzzle, will not harm him; I may ask him to set down eleven thousand eleven hundred and eleven. But as that was used as a puzzle already in our boyhood days, it has long since become a *chestnut*, and so we try to

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the good. An intelligent man, a scholar in the truest and best sense, has more to oppose him in going to the bad than the ignoramus; and for that very reason also he becomes worse when he does yield to the bad, than the ignorant person. All truth is innately allied to the good, and averse to the false and the bad.

invent some other to test the boy's knowledge of Enumeration. But he must not be allowed to leave this rule until he knows it thoroughly, knows it so well that there is nothing else to be learned about it. And besides *he must know that he knows it.*

It is like the rising of a new sun upon the mind *to get this first certitude of knowledge.* An animal knows, but it does not know that it knows. The animal cannot make its own knowledge an object of thought. Man can. This requires self-consciousness. A man thinks, and then he can make his thinking the object of thought.

Something like this comes to us when we begin to make our knowledge the object of our thinking. In Mathematics especially there is a satisfaction in such certitude. We have learned all about a rule that is to be known concerning it. And now we feel so certain that no one could frighten us out of it. Only think, I know as much about Enumeration as the greatest mathematicians that ever lived! Ah, but is this the humility of knowledge you were speaking about? Yes, there is no conflict here. It is possible for us to know our ignorance, and yet to be certain of what we do know. In learning to think clearness is important, and therefore we should aim to lead the pupil to know what he does know clearly and well. Sometimes he will say, I know it but I cannot express it. Do not accept that subterfuge. If he knows it thoroughly and clearly he will be able to tell what he knows. And one of the very best methods of discipline is just this requiring the pupil to express his knowledge, to put it in his own words and give it back to you. There are indeed great truths of which we never can get more than a glimpse, mysteries that we can never fully compass. But the little we can know of them we can and should know distinctly and clearly. Some men's thinking is cloudy, confused, and they perhaps imagine that this is a sign of profundity. But the deepest thinking may and should be clear.

The thinking of the pupil is at first dependent on the authority of the teacher. We seek to make his thinking accord with that of his teacher. But soon he begins to know independently, with no authority but that of the truth itself.

When the Samaritans first heard the report of the woman from the well, they believed on her authority, "He told me all things that ever I did." But soon they heard Jesus themselves, and now they had a new kind of certitude. "They said unto the woman, Now we believe not because of thy saying; for we have heard Him ourselves, and know that this is indeed the Christ, the Saviour of the world." First the pupil knows because of the saying of the teacher, but now he has heard *the truth itself*, and therefore he knows independently of the teacher. What a new world is opened to him, when he can say, I know just as well as the teacher; now the truth is my only master.

But let us go on in showing how our science of Arithmetic can be used in teaching boys how to think.

What is the second rule in Arithmetic. Ans., Addition. Not quite correct, though substantially so, the proper title is *Simple* Addition, and about this distinction we shall speak further on. Now, what is Simple Addition, or what does Simple Addition teach? Addition teaches to add up numbers. Note here, you should not use in the definition the word you are defining. You say, addition teaches to add, but then we would have to define the word *add.* Although it is plain and simple, yet for the sake of the rule it is better to use another word. Well, now he says, Addition teaches to join together several numbers into one and tell the sum. What is the first thing to be done in Addition? We may say it is to begin to add, but by questioning him he can be led to say, it is to set down the numbers properly. How, then, do you set them down properly? Perhaps he halts, "he knows it but cannot express it." Well, let us ask, What kind of numbers can you add together? Still he halts. Well, can you add dollars and horses together? No, you can add only those numbers, or things, which have the same name. A little questioning, and he says you must set units under units, tens under tens, etc., making the column always even at the right hand side, and he can give the reason for this. If you had different numbers of bushels, pecks, quarts, etc., would you set them down according to the same rule? Yes, I would put numbers of the same denomination under each other, the lowest denomination in the right hand column.

Now describe to me every step in the process of adding certain numbers which I shall give you. I add up the right

hand, or units column, and then if it is over nine, I put down the right hand figure and carry the other to the next column. Why do you do that? Because if, for example, it amounts to 27, I have two tens and seven units, so I place the units in the units column and the tens I add in the tens column. Does this same method apply when you have different denominations, as in Compound Addition? (For a beginner it would be as well to omit reference here to Compound rules, but for one who has already gone over those rules, it adds to his knowledge to generalize here, and say, You add up the right hand column, and see how many of the next higher it contains, set down what is over, and carry the number of the next higher denomination to that column.)

Can you prove Addition? Yes, and No. The best way is to add in a different way, *i. e.*, if you began at the bottom and went up, then begin at the top and add downwards; because if you make a mistake in adding the first time you are very apt to repeat it the second time if you add in the same order. The best proof of Addition is to do the work with such care that you make no mistakes.

What is the third rule in Arithmetic? Simple Subtraction. What does it teach? In Simple Subtraction we learn how much greater one number is than another, or the difference between two numbers. How do you set down your sum in Subtraction? I set the larger number above and the smaller number underneath, placing, as in Addition, units under units, tens under tens, etc. Very good; now here is a sum, and I want you to tell me exactly how you do it—You see you cannot take seven from five; what now are you to do? Why I say, seven from five you can't, but seven from fifteen leaves eight. Ah, but where do you get your fifteen from? Is not that changing the sum? Why do you not say seven from sixteen or seventeen, as well as from fifteen? How much do you add to the upper number when you make the five to be fifteen? Why, I add ten to it. Right, but what right have you to do this, to add ten to the upper number? When you come to the second figure what do you do? I carry *one* and add it to the second figure, and say nine from seventeen. But now you gave *ten* to the first figure of the upper number, and only *one* to the second figure in the number below; is that right and fair? Well, let us see. What is the denomination of the first figure you add above? Why, it is ten units. And what is the denomination of the one you add below? It is one ten. Which is greater then, ten units or one ten? They are equal. Now let us take a pair of scales, with one weight on one side, and another different weight on the other side. Suppose one side is three pounds greater than the other. I now take ten pounds and add it to the one side, and another ten pounds and add it to the other side; what now is the difference between the two sides of the scales? Why, it is still just three pounds. Does it make any difference in the case, then, if you add the same sum to both sides, or to both numbers? No, it does not. Could you not just as well add any other number above and below? Yes, I could, but it is more convenient to add ten, because when I come to the second figure it just amounts to one; whereas, if I had added, say six units, it would not amount to one whole ten, and so I would be bothered in carrying.

1875
1687
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But some persons do this sum a little differently; they say in the second place, eight from sixteen leaves eight, *i. e.*, they deduct one from the second figure above instead of adding one to the second figure below. Is that all the same? Yes, it must be, because the answer comes out the same. Well, why is that? Take your scales again, or take a person who has his money in two pockets, and see if you cannot make it perfectly plain. Whether the teacher should here take Compound Addition and lead the pupil to see that the same rule holds good or not, depends, as in the case of Addition, upon the age and advancement of the pupil.

We might go on and illustrate how a pupil's thinking powers are drawn out in the use of Multiplication and Division. The boy who understands thoroughly the five primary rules of Arithmetic is already pretty far on in his knowledge of Arithmetic.

It is well to accustom the pupil to use the eye as well as the ear in reciting his work in Arithmetic. Take, for example, the rule of Reduction. How do you reduce a number from a higher denomination to that of a lower denomination? The pupil has learned the rule: "Multiply the given number by as many of the next lower denomination as it requires to make one of its own." Here is an example, to reduce 500 bushels to pecks.

Now I ask the pupil to read and point off his work according to the rule, thus:

500 bushels
4
2000 pecks.

Multiply the given number (here he must point with his pencil to the 500) by as many (here he points to the number 4) of the next lower denomination (here he points to the word "pecks") as it takes to make one of its own—its own what? Why, its own denomination (here he points to the word "bushels"). Thus he takes in the rule with the eye as well as by the ear. From this starting point he goes on through all the intricacies of reducing downwards and upwards, and where there is only one sum given or several of different denominations.

The boy who has been taken through Arithmetic in this way, becomes fond of the science. Why? In most cases, I think, it will be found to be *because he understands it.* Taken through without such care from the beginning it becomes cloudy, the more so the further he goes, and the result is: "I don't like Arithmetic, I have no talent for Mathematics." The same is the case with any other science. How many come to misunderstand their talents and tastes from being badly taught!

One of the oldest and ablest theological professors in one of the oldest and ablest seminaries in this country, was a pupil in the academy I attended as a boy. This boy did not like the study of the languages, and he asked to be excused from their study. The principal was fixed and decided in requiring all the pupils who wished to gain a proper education to study all the branches in his curriculum. In this case he relented, and proposed to the boy a compromise. "If you will faithfully pursue the study of the languages for *six months* (it may have been three), and at the end of that time still retain your dislike, I will excuse you." The boy was faithful and honest. At the end of his probation he was willing to go on, he did go on until he reached the chair of the Hebrew language, or Old Testament language and literature, in the Theological Seminary referred to, and is renowned in this and foreign climes for his knowledge of just that for which he thought he had no talent nor taste!

There is a play of guessing what a person thinks of by asking so many questions, which somewhat illustrates the theory of developing thinking by asking proper questions. It depends upon the organic relation, or the comparison of things. You ask, Is it organic or inorganic? That one question settles what world it belongs to. Then the questioner goes on from the general to the particular, until he at length hits the object. There is always some plain question the pupil can answer. That is related to a question a little more difficult, but he can usually be led to find his own answer to that also, and so the teacher leads him on step by step, making his (the pupil's) own discoveries. This is one of the chief methods of teaching. Of course there are time and place for the teacher's giving to the pupil instead of drawing out his powers; it may be in the primary class where the alphabet is to be learned all by faith, or in the lecture-room where the philosopher gives out great ideas, as food for the mind; but where thinking is the object sought after, or rather its development, there asking questions is the method.

It is intellectual gymnastics. You need to receive food to nourish the body; this is the taking-in process; but you need exercise also if the bodily powers are to grow and become strong. So it is the right exercise of the thinking powers that gives them strength. There is a fascination in such contact of mind with mind between teacher and pupil. It is building up a mind.

I believe there are some who are born teachers. They have the gift, whether they always cultivate it or not. They feel just as soon as they come into contact with the minds of their pupils that they are their masters, and that they can mould their minds as the sculptor moulds his statue. But I believe also that one of the causes of failure in teaching is the lack of clear, confident knowledge or thinking on the part of the teacher. In order to teach others he must first know fully and clearly that which he himself intends to teach.

If he has this knowledge, if his own thinking is clear, full, and satisfactory, he will find his own methods of imparting it to others. As he should study and be careful to ask proper questions, so he should never rest until his pupil gives him back an answer that fully meets the requirement. It should, as a rule, be in the pupil's own words, it should above all things be clear, it should be confident, *i. e.*, the pupil in giving it should know and be sure that it is right.

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THOMAS HENRY BURROWES, LL.D., was born November 16, 1805, in the village (now the borough) of Strasburg, in Lancaster county, Pa. His father was a native of the county of Cavan, Ireland, of a respectable family long resident there. Though educated for the ministry in the Episcopal church, he did not enter the pulpit, but emigrated to the State of Delaware in 1784, and thence to Pennsylvania in 1787, settling at Strasburg, and devoting himself closely to mechanical pursuits. His mother was born in the county of Monaghan, Ireland. She was the mother of thirteen children, of whom seven reached maturity; and was as remarkable for decision of character as for kindness of heart—maternal traits conspicuous in the character of the son.

On the death of the elder brother of his father, the family went to Ireland in 1810, to take possession of the family property; but they soon found that the customs and society of the Old World were not congenial to their American feelings and habits. After seven years spent there, they, in 1817, removed to Quebec, in Lower Canada, remaining there till 1822. They then returned to Ireland, and, having disposed of their property in 1825, finally returned to this country.

During all this time the education of the growing youth was not neglected. From his ninth to his twelfth year he was chiefly, as a private pupil, under the instruction of the Rev. William Craven, a kinsman of his mother, and a clergyman of the Church of England. During the five years spent in Quebec, he attended the classical and English schools there. One of the next three years in Ireland was devoted to study under the Rev. James Thompson, a Presbyterian divine, who, at Fort Henry, in the county of Cavan, took a limited number of pupils as boarders; and the greater part of the other two was spent as an irregular student of Trinity College, Dublin. Owing to the uncertainty as to the time when his family would return to the United States, he did not enter the college as a regular student; but through the ability and constant attention of his tutor, who was also a Scholar, on the basis of that well-known institution, he profited as much, probably, as if he had been matriculated.

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Thus prepared for the battle of life, less by contact with books and schools than with life and scholars, it became necessary, on returning to Pennsylvania, in 1825, to select some profession or other branch of labor in which to engage. That of law was chosen; and here the same chequered, but broadly educatory course that marked his preparatory training again awaited him. His legal preceptor was Amos Ellmaker, esq., of Lancaster, whose office he entered in January, 1826. This gentleman, himself a liberal scholar of the highest standing at the bar, soon took a liking to his new student, and paid even greater attention to his general reading than to his legal studies. Having weak eyes, his students were necessarily much employed in reading to him, and most of this profitable labor devolved upon Mr. Burrowes. This led to an enlarged acquaintance, not only with the more advanced works on law, but on history, science, and general literature, and particularly on the political history of the country. In return for the labor of reading to him, Mr. Ellmaker was in the habit of explaining every word, allusion or passage, which was not supposed to be clear to the reader. During his later life he never referred to Mr. E. save in terms of the most grateful regard, and to the last he retained for him an almost filial affection.

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mained here for one year, in the prosecution of his law studies, and in attendance also upon the lectures of Profs. Silliman and Olmstead on natural science. In the autumn of 1829 he was examined and admitted to the bar at Lancaster, where he soon after commenced the practice of law.

Not being dependent on his own exertions for support, he did not confine himself to the law, but at once took an active part in the prevailing political questions of the day, more, however, as a writer and in directing party movements than in electioneering or speaking at public meetings. Thus, before he had acquired much practice or standing at the bar, he became somewhat prominent in politics, and was elected to the Legislature in 1831 and 1832. Here he was mainly noted for regular attendance and attention to the business of the House, and an unswerving adherence to the principles and measures he approved. A series of humorous articles from his pen, during the session, attracted attention and increased his reputation as a political writer. Though he did not often take part in the debate, or speak at great length, he had as much influence as probably belonged to his years and qualifications. Of a party greatly in the minority, he did not figure on any important committee or otherwise prominently.

When, however, the party to which he belonged became successful by the election of Joseph Ritner to the office of Governor, in 1835, Mr. Burrowes, as a recognition of his great political services, was honored with the appointment of Secretary of the Commonwealth, the chief office in the gift of the Executive. He was then in his thirtieth year, and entered upon the discharge of the duties of the position in December, 1835. At this point began his first connection with the educational interests of the State, and, as he often frankly admitted, his first knowledge of the subject. At that time the Governor appointed all the executive officers of the State, except county sheriffs, coroners, commissioners, auditors, township constables, supervisors and assessors. All the rest—from a Judge of the Supreme Court to a justice of the peace, from Secretary of the Commonwealth to clerk of the lowest county court—were at his disposal. He had also the control of the immense system of public works in which the State was engaged. This rendered the office very different from what it is now—and he found it no sinecure.

As confidential friend and official adviser of the Governor, much of the burden of this vast power and patronage devolved, of course, upon the Secretary. He has often said that, in the confidence of youth and the ardor of an active politician, he felt little hesitation as to his ability to acquit himself creditably of this duty; but that when, for the first time he realized the vast importance of the educational portion of his responsibility, he was almost deterred from assuming it. Sustained, however, as he was by the noble determination of Governor Ritner to uphold the newly-created system of Common Schools at every risk, he determined to remain at his post as one of duty, and to prepare himself to the utmost of his powers for its proper administration. In an editorial article which he wrote many years ago for *The Pennsylvania School Journal*, the following paragraphs occur referring to this era of so great moment in his public life:

"It was on political grounds alone that the writer was appointed [to the office of Secretary of the Commonwealth], and so little reference was there to the educational department of his duties, that he scarcely knew and certainly did not think properly of his responsibility in that respect when he entered the office. It was therefore with some surprise and no little alarm that he beheld the accumulated letters on common school affairs, from every quarter of the State, brought in a bushel basket about two weeks after the day he assumed the duties of the office,—the mass having been kept back to that time, owing to the pressure of more urgent business. He can never forget the headache,—aye, and the heartache,—produced by their perusal and the attempt to systematize and understand the vast subject thus presented. There were questions of every school hue, kind and shape,—involving difficulty as to the location of school houses, the assessment and collection of tax, the qualifications of teachers, the selection of branches of study and school books, the use of the Scriptures, instruction in catechism, modes of government, kind of punishment, opposition to the system etc., etc. And these, too, addressed to one who knew about as much of the details of school affairs as he did of the local geography of the moon!

"What was to be done? Either the office was to be resigned, or an attempt made to prepare for its proper discharge. His spirit —unchilled by the third of a century which has since shed its sobering influences—forbade resignation as cowardly; besides, even if he retired, it was difficult to see where

successor with the necessary knowledge and experience could be found. The other expedient was therefore adopted; but here again there was difficulty. The time was so short, and the wants of the system so urgent, that careful preparation for the duties of the office, by a course of educational reading, including the history and condition of the systems of other states and nations, was out of the question, even if all his time could be devoted to the purpose, as it could not.

"Fortunate, it is now thought, was this state of affairs. It threw the officer and the State upon their own resources. Instead of studying the Prussian or the New England system and copying after either—except in the single feature of freedom and generality of instruction—the actual social condition and the known educational wants of Pennsylvania were looked at, and the attempt was made to supply the one in accordance with the nature of the other. Not a single report, not a law, not a treatise from any other nation or State was examined. A great Commonwealth, with vast and growing resources—agricultural, mineral, manufacturing and commercial—yet with a population of a distracting variety of national origin, involving much variety in language, religion and customs, and with no very kindly feelings the one to the other, and, worse than all, with bitter hostility in the large majority to the system itself,—was beheld, and had to be taken as the field of operation. On this field, it is now evident as it was then soon suspected, that little light from abroad, in the arrangement of details at least, could be obtained. Thus it was that with little borrowed assistance, and founding it on the actual wants of the State and the few grand leading principles in the otherwise crude school laws of 1834 and 1835, the Pennsylvania System was built up by herself and for herself."

The opportunity of a life-time was now before him, and grandly did he improve it. The school law which had been enacted in 1834, he soon found inadequate and practically inoperative. He at once set himself at work upon the system. The ordinary duties of the Secretary's office occupying his time during the day, correspondence and other writing connected with educational affairs received attention at night, and usually late at night. The result of his investigations was given to the Legislature in a report dated February 19, 1836, at which time the revised school law of 1836, which continued to be the school law of the State until 1849, was passed as drafted mainly by himself. After two years' additional experience in, and study of educational work entrusted to his charge, it had so grown upon his hands as to require, as he has told us "half his time and nearly all his thoughts." Though it was a task that taxed all his powers to their utmost, he had gradually but surely evolved order from chaos, and this duty had been performed in such manner as to win for him from his enemies the reputation of being one of the ablest men of the State. The result of this two years of thought and labor appears in what—when we regard the transition period at which it was written—is to our mind the most remarkable State paper of the kind we have ever seen, the Fourth Annual Common School Report, issued in 1838, which is republished in the February number, 1868, of *The School Journal.*

On his retirement from office, in 1838, owing to a change in the administration and the party in power, he returned to Lancaster county, and devoted the next seven years of his life to farming, a life to which he was much attached. In 1845, he returned to the practice of law in Lancaster. At the same time he published a series of elaborate papers in the *Lancaster Intelligencer*, on the nature, defects and improvement of the common school system of the State, among other things strongly urging the appointment of county superintendents. He was elected to the city school board soon after his return to Lancaster, in which position he performed the active duties of director for a number of years, greatly to the benefit of the schools as then organized. In 1847 he published a carefully prepared work, entitled, "The State Book of Pennsylvania." In 1852, in compliance with a resolution of the Lancaster County Educational Association, he began the publication of THE PENNSYLVANIA SCHOOL JOURNAL, the editorial charge of which occupied most of his time until 1870, and through whose columns he exercised a constant and potential influence upon the educational movement in the State. In 1855, at the request of the State Superintendent and other officials, he published the "Pennsylvania School Architecture." In 1858 he was elected Mayor of Lancaster, independently of party politics. In 1860, he was again appointed State Superintendent of Common Schools, which position he held for a period of three years of such active administration of the system as the disturbed condition of public affairs would permit. In 1865, he was appointed Superintendent of Soldiers' Orphans, which system of schools also he organized and

put into effective working operation. And finally, in 1869, he was elected to the Presidency of the State Agricultural College, to the duties of which position he gave all the energies of one who felt his hand put forth to the last work to which the Master would ever call him—and who was resolved, cost what it might, to do that work well.

He died where he would have chosen to die—falling bravely at the post of duty. In him another of Pennsylvania's great men "passed on to the silent majority," the Nestor of her educational councils. Wreathe his name with immortelles! For, in what he had done for her system of common schools, Thomas H. Burrowes bequeathed to his native State a legacy of priceless value—one before which even that of a Girard pales to nothingness.

He was an original thinker, and for continuous and sustained thought had great capacity; but he was always a student rather of men and the times than of books. He had a keen insight into general principles, and great acuteness in their application. He had also a certain keen sagacity in threading the labyrinth of politics, which, in his earlier life, made him invaluable to his party, but was too stubborn in his convictions, and too firm in following where these might lead, to trim for the breeze or drift with the current in the character—or rather the absence of character—of the time-serving, successful politician.

Without claiming profound erudition, in the modern sense of the word, he still possessed extensive and accurate knowledge on a wide range of subjects, with a refined taste in literature, and an innate love of the beautiful. He was noted for his genial disposition, ready wit, and fine conversational powers. Few men have been more free from the defects that mar the pleasure of social intercourse. He had little narrowness of view, petty egotism, reckless vanity, or deceitful profession; but was frank and honest, tolerant of opinions at variance with his own, earnest in his convictions, and ever ready to clearly express and forcibly maintain his views by fact and argument.

Though he did more good work for Pennsylvania than any other man who has ever lived within the borders of his native county of Lancaster, and though he is buried in one of the oldest parishes in the State, and in the very heart of the city, no stone marks his grave. This should not be so. It would not be so l for the fact that in the school work lost his entire estate. It is true tl shortly before his death he directed family to erect no stone to his memo But he did this, probably, to relieve children, in regarding his wish, fr money outlay in this direction. Mr. Jo W. Jackson, late of Lancaster, a care financier and a man of strict integri who had intimate knowledge of the fa of which he spoke, said that he kn Dr. Burrowes to be worth sixteen th sand dollars when he went into the w of organizing the Soldiers' Orpl Schools. So interested was he in success of these new Pennsylvania scho that when the appropriations were hausted—which were then much small for the number of pupils that p sented themselves and the work to done by the Superintendent—or wl they were not immediately available, was in the habit of making himself p sonally responsible for supplies, and drawing largely upon his private fun The result was financial distress and aster from which, in his later years, never recovered.

His religious life was not demonst tive, though his faith was simple and confidence in the guiding Love and W dom firm and sure. During his last d he talked much, but calmly, with children, realizing when face to face w the great mystery, more of the awful d nity of life, and the grandeur of hun duty. He retained consciousness to last, and a few hours before the fi change, to one inquiring how he felt view of the prospect before him, his re was, "All is well—all is well." closing hours of his life were calm peacelul. His illness was brought on d ing the month of December, partly over-exertion and exposure, soon assu ing the character of typhoid pneumor After partial recovery from this atta dropsy made its appearance, the dise extending itself slowly. He was hope of ultimate recovery until within a days before he died, expecting soon ag to resume his accustomed place as active head of the College. The day fore his death an abscess broke which been forming in his lungs. From this sank rapidly until the following d February 25, at 4 o'clock, when he pas into the quiet slumber that bringeth to burdened heart and toiling brain.

The services rendered by Dr. Burrowes to the cause of common-school education, both on the platform and in the office of State Superintendent, and his influence in frequent advisory consultation with educational committees in and out of the Legislature, and with editorial pen during a period of nearly twenty years, cannot be told here, beyond this brief reference to their character and value. The man who has been only a successful politician, however brilliant his talents and important his work, may soon be forgotten; but insensibly, and to an extent far greater than might at a glance be supposed, has a feeling of personal gratitude towards Dr. Burrowes spread and become intensified among those hundreds of thousands in our State to whom the Common School has been a boon of priceless value. Here at least his fame is assured; and nobler fame than that which springs from enduring benefaction conferred upon his kind let no man toil for.

DR. BURROWES: IN MEMORIAM.

DURING the annual meeting of the State Teachers' Association, held in Williamsport, July, 1871, the memorial exercises in honor of Dr. Thomas H. Burrowes were appointed for the afternoon of Tuesday, August 8th. Dr. J. P. Wickersham read the following resolutions of respect to his memory:

Whereas, Since the last meeting of this Association it has pleased Divine Providence to remove by death Hon. Thos. H. Burrowes, one of the earliest friends and warmest advocates of our common school system; therefore,

Resolved, That the death of Dr. Burrowes is to us a source of profound sorrow. As a man, as a citizen, and as an educator, the deceased deserved well of his fellow-men.

Resolved, That in a special manner, as a body of teachers, we recognize the following as among the great services of the deceased to the cause of education: The practical organization of our common-school system, as its head in 1836, 1837 and 1838, and the putting of it into full and successful operation; starting *The School Journal*, and editing it nearly nineteen years; valuable assistance in founding this Association in 1852, and in promoting its interests in subsequent years; framing the Normal School law of 1857; three years of educational work as State Superintendent of Common Schools from 1860 to 1863; and carrying into effect the plan for the establishment of a system of schools for the education and maintenance of the destitute children of soldiers and sailors orphaned by the war of the Rebellion, and supervising for three years the schools thus established.

Resolved, That we pledge our active co-operation in any effort that may be made by those more intimately acquainted with the deceased to express in some suitable way our gratitude for services rendered by him to the cause of popular education, and to perpetuate the memory of his good deeds.

In presenting the resolutions he said: Dr. Burrowes was not "the father" of the Common School System of the State, nor is any other man entitled to that high honor, in the sense of planning it; but it was he who put it into successful operation, as its head during the years named. During the eighteen months between the establishment of the system in 1834 and the time when he took charge of its administration, but little had been done. Out of 907 districts in the State, only 93 had put the system into operation, and there were but 451 schools and 19,864 scholars. Immediately he commenced that work of organization for which, throughout his life, he displayed so rare a talent. He revised the law of 1834, and prepared a digest of it; prescribed all the necessary forms; carried on the immense correspondence incident to the introduction of the system; and when all this labor failed to reconcile the difficulties and make the whole work smoothly, he went out into the State, holding meetings in every county but eight, addressing the people, answering objections to the law, and explaining its workings. The result of all this labor was that when he left the Department the system was in operation in 840 districts, with 5,269 schools open, and an attendance of 374,-732 pupils. He also established *The Pennsylvania School Journal*. In 1852, in the old court house at Lancaster, a teacher from the county rose and offered a resolution that a school journal be published in the county, of which Dr. Burrowes should take charge. He did so, starting with less than fifty subscribers. In this, as in many other undertakings, he showed a kind of faith or trust which to practical men seemed altogether absurd. But the publication grew, and soon became the State journal; and, during its nineteen years' existence, it has done a great work, while its influence has greatly aided in the building up of our school system. It is but just that the teachers of Pennsylvania should recognize his nineteen years of unrequited labor in their behalf; for *The Journal* was never a source of pecuniary profit to him.

He was one of the founders of this Association at Harrisburg in 1852. He was

the first President, and so remained until the adoption of the constitution, which he heartily approved, rendered him ineligible by limiting the office to teachers exclusively. He always took a lively interest in the proceedings, taking an active part in the deliberations, especially when any great questions of State school policy were under consideration. He was the framer of our Normal School system. Certain features of the system were suggested by others, but the law under which they are organized was written by him; and ours is the only organically connected system of Normal schools in the United States. These are noble fruits of his work, and many are here to-day who have experienced their benefits. Dr. Burrowes again held the office of State Superintendent in 1861, 1862 and 1863. This was a time of war and the incident excitement, but under his judicious management the system was kept up to its full working capacity. The last of his great services to which I shall refer was that of organizing the plan for the education of the orphans of our soldiers and sailors. No other State has made so generous provision for these; indeed, all the other States combined have not done so much in this respect as Pennsylvania. Few other men could have formed so extensive a plan, or been so successful in its accomplishment.

Between Dr. Burrowes and myself there existed for more than twenty years the closest friendship. We traveled, roomed, worked and counseled together, I trust for the honor of Pennsylvania in her grandest interest—the education of her children. While we cherish his many virtues, let us revere his memory as one of the truest friends of the great cause in which we are engaged.

Prof. Edward Brooks, then principal of the Millersville Normal School, now City Superintendent of Philadelphia, said that, having been intimately associated with Dr. Burrowes for several years, personally and professionally, he felt it his duty to add a few words to what had been so ably said. While the Common School system may not owe its birth to Dr. Burrowes, he was its father in the sense of having nursed it, brought it up, and developed it from infancy to manhood. He was emphatically the father of the Normal School system of Pennsylvania. He was sensible that the great defect of the system, when he took hold of it, was the lack of competent, trained teachers. In his first report he recommended that a Normal School department be established in two different colleges at opposite ends of the State, and that an appropriation of $10,000 be made for that purpose. In his second report (1837) his ideas are more fully developed, and he recommends the establishment of two Normal Schools, distinct from colleges, and gives an enlightened plan for their management. In his report of the winter of 1838 he seems to have fully matured his ideas, and presents one of the ablest papers, if not the ablest, upon the subject of education, ever written in this country. Those ideas were germinal and prophetic; from them grew the law which he afterward framed, and under which our Normal Schools have grown up. Dr. Burrowes was a large man, with a large brain, and large ideas. Years ago he advocated the erection of homes for the common school teachers, with gardens. In a large sense, the title of father of the common school system may justly be bestowed upon him. The best monument to a good man is the gratitude of the people whom he has benefited; and that monument the teachers of Pennsylvania erect to Dr. Burrowes' memory.

Mr. Conly Plotts, of Williamsport, added a word in memory of an old friend. He well remembered the convention which formed this Association, and the labors of Dr. Burrowes. With regard to the paternity of the system, so far as that honor could belong to a county, it should be awarded to the county of Lancaster. He had always looked upon Dr. Burrowes as a great educator, and could not let this occasion pass without some words of tribute to his memory.

Hon. Henry C. Hickok, ex-State Superintendent of Public Instruction, said that soon after he reluctantly entered the School Department as Deputy Superintendent he made the acquaintance of Dr. Burrowes, then the recognized common school oracle of the State, who called to see about his unfulfilled contract for the preparation of the "Pennsylvania School Architecture," and Mr. H. afterwards became the medium through which the manuscript and proof-sheets passed between the author and the State printers. Their personal and semi-official relations became quite intimate, being in harmonious accord much of the time, but sometimes differing widely on practical ques-

tions of school policy; the one having the central inside view and responsibility, and the other judging from an outside and sometimes local standpoint. He then referred to Dr. Burrowes' large mental calibre, and suggestive fertility of resources; and the great ability displayed in shaping our early school policy, and molding the organization of the system in its infancy—citing his last annual report for 1838, as, under the circumstances, one of the most remarkable documents in our educational annals; he being at the time a very young man, much younger than any of his successors in office, and without precedents to guide him.

Our Normal School law was written by Dr. Burrowes in compliance with a private request from the speaker himself to prepare a bill embodying State Supt. Andrew G. Curtin's recommendations upon the subject in his annual report for 1856. The manuscript, which came in a a few days, was accompanied by a private note, saying: "If you get this bill through, it will be the best day's work I have ever done, and the best winter's work you have ever done." The bill did get through, "by the skin of its teeth," as an administration measure, near the close of the session, chiefly through the tact, address and influence of Col. Curtin, as head of the School Department and premier of the administration.

Among his latest correspondence with Dr. Burrowes, shortly before his death, not having heard of his illness, was a request, from data furnished, to prepare a bill for the re-organization of the Philadelphia School System, which had largely outgrown its swaddling clothes, and needed extensive reconstruction. If he had lived, that service would no doubt have been promptly rendered.

In reply to other speakers, Mr. H. remarked that the entire agency of Thaddeus Stevens in our school affairs consisted of two speeches in the House at Harrisburg; one in 1835 in defence of the common schools, in which he proved, by a dollar-and-cent argument, that the common schools were cheaper than the pauper schools which they supplanted; and the other, by far the more eloquent of the two, in 1838, in behalf of higher institutions of learning. The printed copy of this speech had fired his zeal and kindled his imagination in his student days, at the time of its delivery, and he had not lost its inspiration yet.

In closing Mr. H. thought the resolutions presented were judicious, discriminating and just, and he could vote for them cheerfully, as well as for any other testimonial that might be proposed. He thought, however, that the best and most appropriate monument to Dr. Burrowes' memory would be the publication in book form of his educational writings and addresses.

Prof. S. S. Greene, of Brown University, R. I., said no single State could fairly claim so distinguished an educator as Dr. Burrowes. Rhode Island claimed her share in him, as one of the great educators of the country. His name was well known there, and highly honored. He was one who wielded a powerful influence among teachers, and in his death had fallen one who was a power in the cause. Having known him personally and by his writings, he had desired to say a word of respect and honor to the memory of a great and good man.

The resolutions were adopted unanimously by a rising vote.

KEYSTONE OF THE ARCH.

HAD it not been for the Common School of the Northern States the Rebellion would have been successful, and two hostile flags would float where one now symbolizes nationality! This fact can neither be gainsaid nor denied. The influences emanating from the Common School—so often opposed, despised, condemned—when cast into the scale trembling towards Disunion, alone made possible the salvation of the Republic. In this result it has returned to the nation infinitely more than it has cost from the beginning until now, or than it will cost for hundreds of years to come. And who will estimate the value of the benefaction it has conferred upon the world at large in thus preserving the American nation intact, as, more than all other nationalities combined, the grand hope of the human race?

More than this! We are by no means convinced that the Common School System of our own State of Pennsylvania may not, in the providence of God, have been the pivotal agency upon which turned the mighty question of Union or Disunion. Had Pennsylvania been as illiterate in 1861–2–3 as in 1835–6–7, when the system of public instruction was

adopted, her sons—more ignorant of the vast issues at stake and more easily misled by scheming demagogues—would not have been in the field to the number of hundreds of thousands in solid phalanx, as they were, doing battle for the integrity of the Union.

In days of old her geographical position made her the Keystone of the federal Union; in these later days, when practically a border State, she was again—may we not believe?—as firmly set as before, the God-appointed Keystone of the Arch—retaining, and only enabled to retain, this proud place of honor through the "thinking bayonets" that came out of her Common Schools. When we consider the staunch support which these schools had from Governors George Wolf and Joseph Ritner, in securing their introduction into Pennsylvania; from Thaddeus Stevens in their defense, preventing the repeal of the Act of 1834; and from Thomas H. Burrowes in the organization of the system from 1835 to 1838, placing it upon the solid ground of an assured success—we have a new and grander estimate of the work done by these men some sixty years ago.

ORGANIZING THE SYSTEM.

The appointment of Hon. Thomas H. Burrowes by Governor Ritner to the highest office in his gift, passing by many older men for one so young, was not popular with the leaders of his party, and it was especially unsatisfactory to the friends of free schools, who feared the administration of the system had fallen into unfriendly hands. Never were men more agreeably disappointed. Ignorant of his duties but determined to master them, oppressed with the magnitude of the undertaking but not shrinking from it, with increasing strength and growing interest as the task progressed, the new State Superintendent began the great work of organizing the system and putting the schools in operation.

Apart from the correspondence relating to schools which pressed upon his attention, his first official act as Superintendent of Schools was to prepare and present to the Legislature what he called a "Supplementary Report," called supplementary because the regular report for the year had already been read in the two Houses and published. Even at this early day he clearly saw the greatest defect of the schools, and thus points it out: "Teachers, then, well qualified, well paid, respected, *professional* teachers, are the chief want of the system."

Narrow and crude as were some of the views and recommendations in this report, there was enough in it to show that its author was able and earnest, and to give promise of the good to come. The needed schooling for the duties of the place came mostly in the shape of the voluminous correspondence that required attention. The system was new and badly understood, and there were not then as now local officers competent to enlighten the school boards and the people in regard to the proper construction of the law, or the practical details of its application. In consequence, every mail brought many letters to Harrisburg from all parts of the State. The copied answers remaining in the Department show that, although the correspondence of the Secretary of the Commonwealth was then much greater than now—as all the county officers, judges and other magistrates were appointed by the Governor, and a vast system of public improvements was in full progress—he wrote scarcely one-third the number of letters that were written by him as the Superintendent of Schools. Information was constantly asked concerning every detail of the system—the election and organization of school boards, the location of school-houses, the assessment and collection of school taxes, the distribution of the State appropriation, the examination and qualification of teachers, the selection of branches of study and text-books, the use of the Scriptures and the catechism in school, school government in all its branches, the residence of pupils, the opposition to free schools, etc., etc.

To attend promptly to this immense correspondence taxed to the utmost the powers of the Superintendent; but it was just the discipline he needed to make him what he became, *the great organizer of the system*. His letters as a whole are a marvel of perspicuity, and furnish striking evidence of the study given the subject in all its bearings, and the care taken in their preparation. When the writing of letters became over-burdensome, resort was had to printed general notices and circulars, of which a number were issued. Some two or three months after its passage, the Superintendent published in a

pamphlet of twenty-two pages and forwarded to every school director in the State, the act of 1836, "with explanatory instructions and forms for carrying it into operation," together with forms for all the official acts of school directors. This was the first publication of the kind issued by the School Department, and doubtless furnished the model for all documents of a similar character published since that time.

His first regular report, dated February 17, 1837, was more elaborate and a much better considered paper than that of the year before, although far from being as sound as the work of his maturer years. He starts out by congratulating the Legislature "on the prosperous condition and cheering prospects of the common school cause." "At length," he says, "it has reached a point in its progress as an experiment, at which the certainty of its success may be confidently announced."

In order that the $500,000 appropriated by the Legislature in 1837, for the purpose of aiding school boards in the erection and improvement of school houses, might be used to the best advantage, the Superintendent prepared and transmitted to each school district an engraved plan of the interior arrangements and furniture of a primary school-room. This was used in remodeling hundreds of old school houses and in building many new ones.

Nor did the Superintendent remain in his office, simply performing the work that came to his hand. In the summer and fall of 1837, and again at the same season in 1838, he spent some months in visiting the different counties, where he addressed public meetings, counseled with directors and teachers, explained the school law, settled disputes and differences, gathered stores of information for himself, and infused life into the working of the system. In this way all the counties were visited except eight, personal interviews were had with thousands of directors and large numbers of teachers and citizens interested in education, and numerous schools and some Academies and Colleges were inspected. In recognition of these useful services, the Legislature voted an increase of salary to the amount of five hundred dollars a year.

No document that ever emanated from the School Department is more worthy of study than Dr. Burrowes' third report, made in February, 1838. It is a masterly presentation of its author's views, matured by the experience of three years in the office of Superintendent, on the subject of public education in the State, present and prospective.

The great wants of the system are stated to be increased State appropriations and the improvement of teachers. In regard to the latter, the report speaks of the two modes of preparing teachers that had been partially tried, viz., that by means of the County Academies and that by means of the Colleges. Both classes of institutions had been aided by the State with a view of securing from them in return a supply of well qualified teachers for the common schools, but, as stated, the result had been unsatisfactory. In consequence, strong ground was taken in favor of the immediate establishment of two Teachers' Seminaries, [Normal Schools] with provision for the establishment of three or four more in different parts of the State, as needed. Such schools, it was held, should devote themselves mainly to teaching the "art of instruction;" "knowledge in the other arts and sciences should only be imparted as incidental and secondary." "Model schools" would enable the "scholar teachers" to learn how to teach others.

The report reckons among the benefits of the Free School law the following: The profession of teaching has been much elevated, the compensation of teachers is increasing, inquiry for the best school books has become more general, the odious distinction in school between the children of the rich and the poor has passed away, school houses have improved a hundred per cent. within three years, and the number of children attending school has fully doubled.

In a concluding paragraph, he indulges in a word of just pride with reference to the results of his work:

"The undersigned has now fulfilled a duty of no ordinary magnitude. From a small incident to the office he has the honor to hold, the Common School Department of its business has grown up so as to occupy more than one half of his time and nearly all his thoughts. It was a mere experiment —it is now a settled system. The great design of her public works is now largely and rapidly developing the unbounded physical resources of Pennsylvania. The mighty agency of the Free School will, if properly cherished and directed, bring out into employment the much more incalculable and precious treasures of her mind. Like the same system, that of education only needs a

continuation of the fostering care which heretofore sustained and strengthened its usefulness. If this be extended, Pennsylvania will, in a very few years, be less celebrated for her canals and railroads, than for her schools and her colleges."

He also published a pamphlet entitled Regulations for Common School Districts. It consisted of two parts: General District Regulations, and Internal Regulations of the Schools. This was a most timely and an exceedingly useful publication, covering, with detailed explanations and instructions, the entire field of the duties of school directors and the internal regulations of the schools.

At the election in 1828, Governor Ritner was defeated by David R. Porter. Superintendent Burrowes found time, notwithstanding the heat of the political contest in which he was prominently engaged as chairman of the State Committee of his party, before surrendering his office, to prepare and submit to the Legislature, with explanatory remarks, two bills, one "To Consolidate and Amend the Several Acts relative to Common Schools," and the other "An Act to provide for the Establishment of Institutions for the Preparation of Common School Teachers." The first was a bill of sixty-eight sections, based mainly upon the law of 1836, but arranged in logical order by subjects, expressed in clear and concise language. The second provided for the appointment of a commissioner to investigate the want of well-trained professional teachers, and the best means of supplying the same. Neither of these bills appears to have been acted upon in the Legislature, but they were published, and served to educate public sentiment and to direct future legislation.—*Condensed from "History of Education in Pennsylvania," by Dr. Wickersham.*

"THEIR NAME LIVETH FOREVER MORE."

Let us now praise famous men and our fathers that begat us.

The Lord hath wrought great glory by them through His great power from the beginning.

Leaders of the people by their counsels, and by their knowledge of learning meet for the people, wise and eloquent in their instructions.

All these were honored in their generations and were the glory of their times.

There be of them that have left a name behind them, that their praises might be reported.

Their bodies are buried in peace; but their name liveth forever more.

The people will tell of their wisdom, and the congregation will show forth their praise.—*Ecclesiasticus.*

THE influence of a gifted mind v earnest purpose for good—with tire energy, ample opportunity, and an limited field of effort—in mould thought and giving direction to event: not measured by words of commenda or by official records. It is as meas less as the soul, more enduring than ti There is in this country but one di tion possible—that of general educat in the early years of the development a great State system, and while it is p ing through the formative stage of history—in which a man can do w which will justify the high claim tha made for Dr. Burrowes. The Comn School is everywhere throughout Pe sylvania; it reaches or may reach eve body, now and in future generations; a he who has worked to best purpose at foundations and planned most wisely superstructure, is of all men the great benefactor to the State. Such work v done by Dr. Burrowes. For many yea indeed, his was the one great name connection with the cause of Comm School education—and we firmly beli that in enduring benefaction confer upon the State he deserves to rank w our formest benefactors, after the gr Founder himself, William Penn. Let therefore erect to him this enduri Memorial. Will not every Superint dent, every Teachers' Institute, and ev State Normal School take a strong ha in this noble work, and aid it in ev way to the extent of ability?

With patriotic zeal and the energy a noble purpose he toiled for an avera life-time at the foundations of our unic educational system. At the age of thir three years, after two years' study of t field, Dr. Burrowes wrote his extraor nary report of February 19, 1838; and thirty-three years thereafter, until the d of his death, all that voice or pen cou do was done, with unselfish devotion, advance the cause that was nearest a dearest to his heart. Men of his stan are the heroic men of any era. Th give grandly of all they have, and t best they have,—

And wisest they in this whole wide land
Of hoarding till bent and grey!
For all you can hold in your cold dead han
Is what you have given away.

So whether to wander the stars or to rest
Forever hushed and dumb,
He gave with a zest and he gave his best.
And deserves the best to come.

COMPULSORY EDUCATION.*

Ladies and Gentlemen of the Pennsylvania State Teachers' Association: It is an ıonor as well as a pleasure to stand in he presence of the representatives of a :lass who are doing so much for the preser- ;ation of the free government whose birth s celebrated to-day. The time when :he work of the teacher was not appreci- ıted is passing away. As our concep- ion grows of the need and importance of :ducation in its relation to character and o usefulness, an estimate of your services nust increase in proportion. You are in ne sense the guardians of the nation's ıture—not only as you develop and lead ›rth the astonishing forces of the human ıind, but still more as you shape the ıorals and character of the people. It ıs been said that the public school is an tellectual, not a moral force. If that ere true, how should we explain the :t that from the ten per cent. of our pulation who cannot read or write come per cent. of our criminals? Surely on such a remarkable showing we are ıtified in saying the charge is not true. But while we boast, and not without son, of our educational progress, we are ced to confess that in the matter of iversal education we as a nation do not npare with some foreign countries, and ıt our own Pennsylvania especially is ıind most of her sister commonwealths. r school system is regarded by many ımong the best in the world; directed men of eminent learning, with free ›ks and under carefully trained teach- more than a million boys and girls being prepared by it for life's work. e State has been lavish in her gener- :y to the schools, giving five and a f millions of dollars annually, fully -third of the entire expense of con- ting them. Yet, hitherto, the Com- ıwealth has been content to educate se who applied for admission, doing hing to influence those who would attend of their own accord. While ty other States have adopted compul- ; education with the best results, Penn- ;ania has remained almost alone ›ng the more progressive States, for a ade, in failing to erect this additional wark against ignorance and vice.

Is it necessary to recapitulate the argument in favor of this reform? It ought to be unanimously conceded that it is the duty of the State to see that its people are prepared for the duties of citizenship. Where shall it be done if not in the schools? But we are met by a hue and cry of interference with parental rights; and on that basis the opposition to compulsion was successful until in 1891 we got a bill through the Legislatnre, only to be vetoed by the Governor; and, having modified it to meet his objections, it was again passed, but met the same fate, being stigmatized by His Excellency, Gov. Pattison, as "un-American." What a spectacle for the Governor of a free State! But times—and men—have changed, and at last we have been successful in enacting universal education into law. Did we need it? Why, our own figures show that instead of decreasing, illiteracy is actually on the increase, in this Commonwealth which spends five and half millions a year upon its schools. To be sure, we must consider the influx of ignorant and poverty-stricken thousands who come to us to escape oppression in foreign countries; but surely there is cause for alarm in some of the statistics. Let us glance at a few figures:

The census of 1890 shows a difference of over seven per cent. in the increase of the population of Pennsylvania, and in the increase in attendance of all of Pennsylvania's schools. The census reports also show that there were in Pennsylvania in 1890, 1,467,018 children between five and seventeen years of age. In that year there were not more than 1,000,000 children in all the schools of the State, showing the startling number of 467,818 children between five and seventeen years of age who do not go to any school. The children between six and fourteen years would comprise two-thirds of the 467,818, namely 311,888; those between six and twelve years of age one-half of 467,818, 233,909; those between eight and twelve years who would come under the educational bill passed by the last legislature would comprise one-third of 467,818, or 155,939. Between the years of eight and thirteen there would be five-twelfths of 467,818, or 194,924 children who do not go to school. After taking credit for all possible deductions, it is safe to say that at the very lowest estimate there are 150,000 children between eight and thirteen out of school. Surely it is not too

* Address by Hon. J. R. Farr, of Scranton, be- : the State Teachers' Associations at Penn- ;ania Chautauqua, Mt. Gretna, July 4, 1895.

much to say that this is an alarming showing. Part of these absentees may be found in the industrial establishments, placed there often by parents who misrepresent their age to evade the factory law when putting children to work who ought to be in school. We will reach this by making our census for school purposes conform to the factory legislation which has done such excellent service, and is so thoroughly humane and beneficent as to command universal praise. This law simply goes a step farther; having forbidden children under thirteen being compelled to work, and assuming that they should neither run the streets nor live in idleness, and that they need knowledge for future citizenship, therefore they have been required to go to school and be instructed.

The provisions of the law have been laid before you in the papers and in your State *Journal*. You will find nothing in them that is arbitrary or oppressive. The law conserves public policy, while giving the largest scope to individual choice. The parent is not constrained as to how or where he shall educate his child, except that he be instructed in the common English branches.

It has been claimed that the school accommodations are not sufficient to meet the increased attendance which would result from compulsory education. This, wherever true, constitutes no argument against it, as these accommodations can be readily enlarged in such case, and the common school law makes it the duty of directors to meet that question.

But, say some, this matter of compulsory education is thus far only an experiment, and not a proven success. Let us see about that. Massachusetts has had compulsory education for a number of years; and with what result? The city of Worcester, in that State, with a population of 84,655, had but 100 children out of school, as Supt. Marble informed me. How does that compare with our cities? Here are a few: In Allegheny City, population in 1890, 105,287, the superintendent estimates that there are 500 children between six and sixteen who do not attend school. Erie city, population 40,634, 1,000 non-attendants at any public school. Harrisburg, 39,385, non-attendants, 1,000; Beaver Falls, 9,735, non-attendants, 700; Lancaster, 32,011, non-attendants, 1,000; Reading, 58,661, non-attendants, 2,500; Wilkes-Barre, 37,718, non-attendants, 1,250; York, 20,783, non-attendants, 500; Scranton, 75,215, non-attendants, 2,000; Shamokin, 14,403, non-attendants, 950. So it goes throughout this great commonwealth, showing what large numbers do not go to school in our cities, education not being obligatory, as compared with Worcester, where it is enforced. And so it is in the other States; where honest effort has been made to enforce the law, it has been a great success.

Besides, the experimental stage has passed on the other side of the water, and we have the benefit of the experience of the most advanced countries of Europe to guide us. We know their history, we meet their people here every day.

You rarely meet a German from the Fatherland who cannot read and write. It is true, also, of the Swiss, the Swedes and the Norwegians. In those countries the percentage of illiteracy is less than one in a hundred. France was taught a severe lesson by its war with Prussia, that the illiterate French soldier could not cope with the educated German soldier. A compulsory education law was one of the most important innovations adopted by France as a result of that destructive war. Illiteracy was frightful there. To-day, as a result of compulsory education, the percentage of illiteracy is exceedingly low. There was shocking ignorance in the British Isles early in the seventies. Education was optional then; but its good results were so manifest, that it was made universally obligatory in England, Wales and Scotland, but not in Ireland, where the fullest exercise of parental right and authority was continued. Thus the opportunity for the most striking contrast in the value of compulsory education and the fullest educational freedom to parents is afforded by the British Isles. In three years from the enactment of compulsory education in Scotland there was an increase of 90,000 from 214,000 in the attendance at Scotland's schools, a gain of 42 per cent., while in Ireland, without compulsory education, there was an increase of only 8½ per cent. In five years England's gain was greater than Scotland's. In five years in England attendance at school under the compulsory law was increased 685,000, a 60 per cent. gain, as against an increase of 30,000 in Ireland, or only 8½ per cent., without a compulsory education law. The city of Birmingham's increase was

150 per cent. What a tremenduous army of illiterates compulsory education banished from England and Scotland! Those now coming here from England, Scotland and Wales are educated. In former years illiteracy abounded among the arrivals here from those countries; now we begin to see the difference. Ireland will soon make education compulsory; seeing the tremendous advantages gained by her sister countries, a strong sentiment is spreading there to enjoy similar benefits. When compulsory education was being agitated in England, its opponents said it was an un-English method. Just so there are those in this State who say it is un-American to have such a law here. According to that statement ignorance is American, but these opponents would not admit that. I need not follow that line of thought further in this presence.

But time presses, and I shall detain you only a few minutes longer. The effective compulsory measure is a growth, not a creation. While we may be very anxious to eradicate the evil of illiteracy as quickly as possible, we must not forget the experience of other States and countries. Favorable public sentiment is as important to carry out properly the provisions of a law, particularly one like compulsory education, as it is to get the law enacted. We need the good will of the people to make effective any law upon this important question. Its requirements must be reasonable, and anything like oppression avoided, bearing always in mind that Pennsylvania has never enforced education. The bill vetoed at the last session is a reasonable, moderate measure. It will oppress no one. It will interfere with no parent as to how he shall educate his child, except that he be instructed in the common English branches. We believe this law has begun a righteous movement toward justice to our children. How useful and valuable it shall be depends upon the people themselves, and more particularly upon the school officers and teachers. The Legislature has done its part. I doubt not you will do yours. I ask only that you will seriously consider and study its possibilities, sure that your experience will help to bring out its good points and correct its defects.

The discussion of the subject was then taken up by Supt. B. F. PATTERSON, of Pottsville. He said he had come here to hear this speech more than anything else, and had regretted a hundred times that he had agreed to be tacked on to the tail of it—and no doubt when he was through his hearers would sympathize in that feeling. In Pottsville we mean to carry out the law as thoroughly as possible. The Secretary of the Board is ready for his part of the work—the Superintendent will help him, and teachers will be expected to report results and suggest any improvements that may be necessary. The City and Borough Superintendents in their winter meeting at Harrisburg during the session of the Legislature had all the educational bills before them, among them this one that has since become a law; and it was the general opinion that not much would come of it, but it was the best that could be done. Some of us think better of it now, and we at home propose to get out all that is in it. But it must not be forgotten that there are difficulties about it. For instance, the exemption clause is loose. All weak-minded children are exempt, and there will be parents who do not care to have their children instructed, who will have very weak-minded children. Physical weakness also exempts; there will be an increase of a kind of sickness some of us have heard of, which comes on quickly about opening hour, and disappears as quickly afterwards. The certificate of any teacher will exempt; or a physician may pronounce a schoolhouse unhealthy, and so on. Then there is the question, *which* sixteen weeks of the term of forty weeks or less. Parents may be in no hurry to send their children, and boards of directors who mean to enforce the law will want to know about that point. We must not expect a new thing to work perfectly, and these are some of the points where modifications of the law may be necessary.

MR. FARR: I think the gentleman magnifies the difficulties. The experience in Massachusetts is that prosecutions are few, and fines still fewer, and yet they get the desired result. I do not believe many people will lie awake nights concocting excuses or evasions of this law; I believe the sentiment of the people generally is in favor of it, and will bring in nearly all without friction. The provisions of the bill are purposely made very moderate, in order to get the solid backing of the people. As to the exemptions, it seems to me the provision for

physical and mental disability was absolutely necessary. I wish before I sit down to emphasize the distinction between non-attendants and truants, which seems sometimes to be lost sight of. There are those who have never seen the inside of a school house, and never will, except by the operation of some such legislation as this; yet many of these will come as soon as officially notified, knowing that there is power behind the officer. There is no answer to the fact that ninety-five per cent. of the people are educated in the public schools, and from these come only twenty per cent. of the criminals. What right have we to deprive any child, especially those that need it most, of this great moral influence? And we can only reach them by this kind of legislation. I hope all you school people will take hold of it as our friend from Pottsville promises to do, and get all the good there is in it, and you will have results.

EDUCATION ACCORDING TO NATURE.

BY W. H. PAYNE, LL. D.

HE would do the world no mean service who should write an impartial history of fads, showing the rise, progress, termination and results of each. Such a history would doubtless discover to us the fact that even the thinking world is addicted to hobby-riding, and that successive fads are the rungs of a ladder on which thought ascends from lower conceptions to higher, and thus gains wider and wider horizons for truth. What were Nominalism and Realism but philosophical fads, engrossing men's thoughts for a season, kindling the controversial spirit up to the fighting point, then waning in interest, and finally giving place to other fads? Phlogiston, Malthusianism, Darwinianism, the Nebular Hypothesis, Phrenology, and probably Free Coinage, Christian Science and Hypnotism, are phenomena of the same sort. These are all "guesses at truth." Their devotees, indeed, regard them as truth itself, but successive thinkers finally separate the grains of pure metal from the larger volume of alloy, garner the precious residue into the general storehouse of science, and then make a venture at new guesses. The line of Sherman's march to the sea is now marked by abandoned forts, exploded shells, and half-filled trenches. So the triumphant march of thought is marked by abandoned hypotheses, exploded theories and empty conjectures.

The same phenomenon is observable in the special science to which we teachers are addicted. Men of my years have lived through a succession of educational fads, and our predecessors, near and remote, were doomed to traverse a similar route. Within our own time object-teaching rose in the East, if not as a sun, at least as a star of the first magnitude; but its distinctive light has been lost in its passage across the horizon. Then appeared other lights, from time to time, great and small, to which we did homage, such as Manual Training and the Inductive Method; and now the suns or meteors that are beginning to blaze on our pedagogic firmament are Concentration and "A Pot of Green Feathers."

It will be readily guessed that I include "Education according to Nature," or "Follow Nature" among educational fads. In the sense just stated I do; only "Nature" must be considered as the most respectable of these fads by reason of its antiquity and longevity; though sometimes, as in the case of Joseph Payne and other imitators of Mr. Spencer, the whole treatment is little better than cant, shallow and offensive.

The precept "Follow Nature" is prevalent in ethics, in education and in medicine, where Nature is set up as a criterion of right and wrong, of true and false. A practice that is supposed to be in conformity with Nature is thereby proved to be right, or true; while a practice that can be shown to be contrary to Nature is assumed to be wrong, or false. Thus, Aristotle defends slavery because it is *natural*, some men being born to rule, others to serve; some being strong, others weak; while he condemns usury, or the taking of interest, because it is *unnatural*. Flocks and crops springing from the soil, are wealth proper, and for convenience they may be converted into money; but to produce money from money, a dead thing from a dead thing, is unnatural. and therefore wrong.

The phrase "Education according to Nature" at once suggests the name of Rousseau; for it was he who, in his "*Émile*," fairly set the fashion for subsequent writers on education, great and small. Mr. Spencer adopts the new fash-

ion, and his pages are overshadowed with capital N's. He accepts the new mythology, writes out a new creed, and virtually founds a new school of theorists. No theologian was ever more dogmatic. He postulates Nature as an infallible guide, and then deduces educational processes with almost mathematical precision. Whatever will not fit into his system, as history, he conveniently rejects.

Though Rousseau does not define nature, he makes it quite easy to infer what he means by the term, and a proximate definition would stand about as follows: *The material world affected by physical forces* (gravity, heat, light, electricity, etc.), *and inhabited by uncivilized men.* For purposes of right education Émile is to be pushed as far back as possible into this primitive and uncorrupted world; and society itself, in order to be rescued from growing corruption, must make a return toward this primitive simplicity and perfection. This was Rousseau's ideal education and his ideal state of society; but he had the sense to know that these ideals were impracticable, and so he accepts a compromise. He uses consummate art to reproduce a quasi state of nature; but this more than Herculean effort involves him in countless contradictions, absurdities and follies.

Mr. Spencer personifies nature (Nature), and thus carries the myth to its most perfect development. With him Nature is physical force personified, and education is experience, or contact with environment. His general theory may be summarized as follows: The individual of to-day must be educated just as the race was educated historically; the race was self-instructed through experience; the individual must, therefore, rely on his personal experience for his knowledge and training. As Nature was the tutor of the race, so Nature must be the tutor of each individual of the race. Of course, in accordance with this theory, the knowledge that is of most worth is Science; for Science has grown out of the experiences of the race—is, in the Aristotelian sense, a natural product, and is knowledge that can be reproduced and verified by each succeeding generation of learners. Past experiences, constituting what is commonly known as history, cannot be thus reproduced and verified, and therefore history is not knowledge proper. And as literature—a play of Shakespeare, for example—cannot be rediscovered or reproduced, according to the Spencerian dogma, there is no natural place in this system for literature and kindred subjects. Literature is too much tainted with art to fit into a scheme of education according to Nature.

Like Rousseau, Mr. Spencer is clearest when he applies his hypothesis to moral education. Prior to experience, an infant, if permitted, will put its little fingers in the flame of a candle. Let it do this, advises Mr. Spencer, even though a painful blister is the consequence. According to the same method the child may lay hold of hot fire-bars and spill boiling water on its tender skin. In this fashion the infant is being educated through experience by its godmother Nature. This is a reappearance of Rousseau's doctrine of consequences. From this point of view education may be defined as experience coming from contact with matter and with physical force, or, in shorter phrase, with one's environment.

It may be urged against Rousseau and his disciples that the golden age of society is not in the remote past, but in the future; that humanity is making a forward movement, slow, perhaps, but sure; that what we call civilization will not be abandoned for savagery; that cities, Rousseau's special abomination, are both a product and an agent of civilization; and that his assumption of the nobility of primitive man is an unsupported fiction. The untutored savage, as seen and described by travelers, is Nature's handiwork, a fair specimen of what she can do in the way of educating when unassisted by human art. It has not been observed, however, that men are made either happier or better by being allowed to revert to a state of nature.

Again, a proper conception of nature will include man, his endowments and his works. Is not man as natural a product as a beaver or a horse? If instinct is a natural endowment of the beaver, why are not reason, imagination and language also natural endowments of man? Why make a radical distinction between the defenses built by beavers and the defenses built by men? Why is it less natural and right for men to live in communities than for bees and ants? Why is not a poem as natural a product as a bird's nest?

When Mr. Spencer asserts that "humanity has progressed solely by self-in-

struction," he either falls into an obvious error or he uses terms in an extraordinary sense. It would be as true to assert that humanity has progressed solely by capitalization. Men capitalize their experiences in labor-saving machines and in proverbs. One generation invents a snare, a trap or a hook; the next generation is spared the effort of making these inventions, but simply accepts and uses them, and devotes the time and effort thus saved to the making of other inventions. Experience begets wisdom; this wisdom is embodied or capitalized in proverbs, and then these proverbs serve other men for warning and guidance in place of wasteful experience. Humanity has never squandered its time in reinventing and rediscovering. The "genesis of knowledge in the race" takes place through capitalization and discovery, and, thus understood, it is quite true that the individual must follow the same course. Mr. Bain is evidently right in declaring that the assumption that the child's education is to be in the main a process of discovery or of rediscovery, is a "bold fiction." In some subjects, as mathematics and physical science, rediscovery is conceivable, but in the main impracticable; while in others, as history and literature, it is impossible, if not inconceivable.

Mr. Spencer's hypothesis of Nature as the true guide in human education easily runs into the *reductio ad absurdum*. Let us see where this specious hypothesis will land us:

This Nature is simply brute matter, or brute force, absolutely divested of feeling, without sympathy and without pity; the teacher should, therefore, be the personification of brute, unfeeling force.

In her distribution of pains and penalties, Nature never distinguishes between innocence and deliberate transgression—the same punishment falls on the infant as on the hardened criminal; the teacher is, therefore, to take no account of motive, but must regard the fact of transgression only.

Nature makes no distinction between a block of wood that falls from the roof of a house and a child that tumbles from a chamber window; for her use they are merely two pieces of matter which she treats in the same manner; or, if she makes any distinction at all, she favors the block of wood, life and feeling here being at a discount. Children should, therefore, be manipulated, shaped ar governed as though they were ine senseless matter.

There are no gradations in Nature lessons; she deigns no explanation, sl is as silent as a sphinx; the graded scho is, therefore, unnatural, and the teach should be merely a stern and sile monitor.

I call attention to these absurditie not because they are sanctioned by Rous seau and Spencer, but because they sho the near limitations of this specious doc trine of Nature.

Instead of accepting the poetical fictio that Nature (still using the term in th Spencerian sense) is our goddess and ou guide, some of us who have not the fe of the new mythology before our ey would respectfully maintain that tb same Nature, in some of her work, shoul be disinfected, deodorized, and otherwi prevented from doing her worst. On give her a fair chance, and Nature, the form of scarlatina, diphtheria cholera, will decimate whole villages ar cities. In such and all similar cases N ture is a remorseless, relentless Fur who is to be pursued, captured, ar thrown headlong into the sea and mise ably drowned. In other terms, and dro ping figure, the joint work of Christianit science and civilization is to subdu Nature, to make her man's servant rath than man's master, to make her minist to his joys rather than to his sorrow There is to be a new earth, rescued fro Nature and transformed by human ar and it is to be peopled by a race recreat by education and the Gospel; ar throughout this secular process the don inant force is to be the human intell gence and the human will. The natu we are to follow is "nature humanized, or "nature informed with humanity," adopt the happy phrase of Richard Gra White.

So far, the treatment of my theme h been negative, in the main, the purpo being to show that the hypothesis of N ture as a faultless paragon is subject grave limitations; that this general do trine is very far from being safe ar wholesome; and like all other fads, seizes upon a fraction of a truth, fanci that it is the whole truth, and then pr claims the new marvel to the world wi a cackling of delight.

I will now venture on a more positi treatment of this theme, and, puttir

entirely aside whatever is mystical or mythical, will try to state in plain prose some of the things that seem to be implied in education according to nature.

In dealing with the precept "Follow Nature," the task of the interpreter is twofold: (1) to determine what Nature is and what she does; and (2) then to determine whether it is wise to follow her in the cases stated. At this stage of educational science it is high time to disregard fiction, myth and personification, and to give to this vague term an articulate meaning. My interpretation of the term Nature may not be the correct one, but it is an honest effort to reach the truth. Those who reject any given interpretation owe it to the cause they are attempting to serve to state in plain terms their own interpretation.

The one word that most nearly interprets nature, as it seems to me, is experience, and to follow nature is to make experience the sole or the main source of our knowledge and discipline. It is usually said that there are two sources of knowledge, experience and language; but the precept "Follow Nature" forbids the intervention of language as a source of knowledge and makes the process of learning a course in personal experience. Experimental knowledge is the only real knowledge; all we truly know is included within the circle of our personal experiences, of our sensations, and of the inferences we draw from them. Rousseau sequesters Émile, so far as possible, from the society of men, in order that he may be tutored by Nature, that is, by experience. Instead of the mother, Mr. Spencer makes the candle flame, the fire-bars and boiling water, the teachers of the child. Primitive man, we are told, had no teacher but experience; the successive generations of men have gained their knowledge in the same way; experience is, therefore, the typical process of human education, the only royal road to learning.

A few tests applied to this theory would seem to show its general unsoundness. Is history knowledge? On the hypothesis that the real test of knowledge is experience, there can be no such thing as historical knowledge; for we cannot be brought into personal relations with the events which have given rise to history.

Is our knowledge of geography limited to what we have learned by travel? May we be said to know anything of the countries we have never visited? I once had a pupil who was a thorough convert to the Spencerian doctrine that there could be no knowledge where there was no personal experience. "Have you ever been abroad?" I asked. "No." "Then do you know that there is such a city as London?" "No." "How would you gain this knowledge?" "I would go there." "How would you know when you reached there?" So authority confronts us on every hand! The new theory broke down at this point.

Again, on this hypothesis, what is the function of books? Possibly Mr. Spencer may have learned all his philosophy from his own observations and reflections; but on his own hypothesis why does he write so many books for others to read? Scholarship and culture have always meant, and will ever mean, a loving devotion to good books.

I venture to say that the following statements are substantially true:

The process we call civilization is the triumph of art over nature, and is a mark of human progress. Men will not renounce the essential concomitants of civilization and revert to a state of nature in pursuit of happiness or moral good.

The men of each new generation will start forward from the vantage ground secured for them by their predecessors on the earth. They will accept and use the labor-saving machines which they inherit from the past, and without wasting time and strength in the effort to reinvent, they will capitalize their own experience and wisdom in some other or better labor-saving devices.

The knowledge gained by experience and experiment is capitalized and transmitted in books, and the great mass of men in each new generation will gain their knowledge by the interpretation of the books left by the wise and the good. The pretense lately set up that students in science are to gain their knowledge inductively by personal research in the way of rediscovery, is a shallow fad. It would be just as reputable to counsel men to construct their own almanacs. Try to imagine a class of even university students attempting to rediscover the atomic weight of chlorin, or even the specific gravity of iron!

Can virtue, in an intelligent sense, be capitalized, transmitted and taught, so that in the moral life each generation may start from a higher vantage-ground;

or must we be remanded to an experimental ethics, as our reformers would remand us to experimental science? This question cannot be argued at this time, but a little reflection will show that the world can grow better only on the hypothesis that the attainment of virtue is made somewhat easier for each succeeding generation. In other words, virtue can be taught; each child is not to construct a code of ethics out of his own experiences, but is to accept the highest code of ethics that humanity has bequeathed to him.

In a specific and sound sense, we do follow nature when we adapt our instruction to the organic mode of the mind's activities. The mind is an organism having its own predetermined mode of activity. This constitutes its nature; and when we respect this order of procedure in the presentation of knowledge, we may with scientific accuracy be said to follow nature. When the mind works naturally, that is, in accord with the laws of its organization, it proceeds from aggregates to parts, from the vague to the definite, and, in childhood, from the concrete to the abstract; and the teacher follows nature when he allows the mind to elaborate its knowledge in this order.

In conclusion, I venture to offer this bit of advice to those who are trying to make of their teaching a rational art: In your thinking and writing never allow yourself to personify the term nature, but leave the mythologist, the poet and the novelist in sole possession of this deity.

It is a name that we associate not alone with Dr. Higbee, but also with that of Dr. Thomas H. Burrowes, who had so much to do with the organization of your education system, building better than he knew. There have been few men, if any, in all this broad land whose work was so clearly defined and so well sustained that it could be said they founded a School System for a State. But it is to the glory of Dr. Burrowes that he organized one of the very best systems for one of the best States in the Union. Connecticut has had her Henry Barnard, Massachusetts her Horace Mann, Illinois her Richard Edwards, California her John Swett, but nowhere, outside of Pennsylvania, is there a State with such a trio spanning so many years as Burrowes, Wickersham and Higbee.—*A. E. Winship, Editor N. E. Journal of Education.*

A PICTORIAL GEOGRAPHY.

BY C. M. DRAKE.

In no study was I more poorly taught than in geography. No study now taught in school is more barren of good results than geography. A pupil learns a host of names to which are affixed no mental pictures, and these names rapidly fade away at the close of school and there is worse than nothing left.

When I began to teach geography I found that I had to begin the study over again. I had never seen a school journal in those days, but one day a bright boy gave me an inspiration. It had been raining, and pools of water were standing all about the yard. He said, pointing to a large peninsula, "That is North America."

The resemblance in form was striking, and we had an impromptu geography class then and there. We built up mud mountains, and we dug rivers. We hollowed out bays, and we put pebbles for cities. Pupils who had taken little or no interest in geography before this, ran for their books that they might see where to locate the different cities, and other North Americas were begun all over the yard. It was long after one that noon before I remembered to call school. The first class was a geography class, and the lesson was about the products of North America. They begged to have their lesson in the yard, so they could point out in our North America where the products grew or were made.

We went to the yard, and the idlest boy in the class brought along a lump of coal, and stuck it on top of the Alleghany mountains before I got in the yard. Here was another inspiration. The way we filled the soil of our continent with products the next few days was a caution. The neighbors' chickens ate up our grain and scratched our rivers full of mud, but crops were put in anew. But the neighborhood did not appreciate our "mud pies," and I lost my school on account of my inspirations being "too previous."

I had a great many stereoscopic views of the Rocky mountains and other places which I had taken or bought some years before, and one day I brought these to school. They proved a success, and the next day I began a geographical scrap-book of pictures, the first one I ever saw or heard of. I had many copies of *Frank*

Leslie's Illustrated Weekly, and I cut out fo it all the pictures I could find of places, plants, animals, and noted people. These I pasted in an old geography beside the pictures already there, so that I had an illustrated geography better than any mere text-book descriptions.

This small scrap-book afterwards grew into several large scrap-books, and in all the years I have taught geography I have yet to find a better help than these pictorial geographies in teaching about a new country.

Suppose the lesson to be about Nicaragua. What do we want the pupil to have? We want a clear, yet complex mantal picture to be called up by the word Nicaragua. Before the child there should arise a country of volcanoes. Dense vegetation almost impenetrable should cover the hills and lowlands. Curious adobe and grass or wicker huts should be seen clustered together in towns and villages. Spanish and Indian people should be seen dressed in the manner of that country, together with many naked little children. Immense adobe churches, quaint and heavy looking, are the most noticeable buildings. Various domestic animals are running in and out of the open houses, most of which never saw a pane of glass. Insect pests are making the child feel one of the greatest discomforts of a tropical life, hardly to be compensated for by the many delicious tropical fruits which are so cheap and plentiful. Parrots and other strange birds are flying about in the air, while dangerous reptiles and wild animals are in the thick woods. These are a few of the things which should go to make up the complex mental photograph developed by the naming of the word Nicaragua.

It will do the child little good to learn the name merely of a place, if no correct mental picture accompanies that name. If the habit of fixing a mental picture to geography names is once formed it seems to be impossible to prevent some sort of a picture arising when you read of a place. Mere word descriptions can never be so effective as pictures, and of the latter, actual photographs are preferable to any other kind.

How can you make a pictorial geography that will be good, cheap and comprehensive? It will take some money. At a second-hand book store or at a hotel you may find a hotel register that has been filled with names and thrown aside. This book is almost sure to be very well bound, and is just what you want for a basis of work. Tear out the blotting pads. Divide your book, first into grand divisions, then into countries. In the part devoted to each country, put first the pictures showing the physical characteristics of the country, for on those depend the industries as well as, to a certain extent, the animals, plants, mines and even the government.

Your plant pictures can, many of them, be found in florists' catalogues. Railroad advertising sheets will supply many a fine picture of scenery. Old copies of papers and magazines, which can be got for the cost of waste paper, are filled with pictures of cities and the notable objects of art which may be found in the cities. Some of the cheap paper books for children contain very fine pictures of the wild and domestic animals.

Do not try to get your book filled at once. If you are not sure of the permanent value of a picture, leave it in the scrap-book unpasted until you know it will be of service. If descriptive text accompanies the picture it should be very brief. Names are useful, but the picture should be its own explanation.

In each broad isothermal belt select some one country to be very fully illustrated. I take Nicaragua for the typical tropical country. My illustrations are, many of them, taken from the advertising pamphlets of the Nicaragua Canal company. The illustrated papers often contain pictures of Nicaraguan scenery. Corinto was well pictured during the late British unpleasantness. The earthquake and volcano at Granada some time ago were fully illustrated.

I have in my library more than a dozen books of travels in Nicaragua and the adjoining countries, and yet the pictures I have seen of the country have given me the greater portion of my mental pictures of Nicaragua. They stay by me better than words do.

One thing in my picture of a place is usually in strong relief, while the rest is in the background. At Greytown I see most plainly the ships just entering the canal. At Leon the cathedral overshadows all the rest. At Masaya I seem to see long trains of young Indian girls going up and down the steep trail to the crater for water, with the water jars poised upon their heads. At Granada

everything else is subordinate to the volcano which stands on the island in front of the city.

I feel quite sure it was my picture scrap-book which has made me know rather more about geography than about any other common school study.—*N. W. Journal of Education.*

A HOUSEHOLD SCHOOL.

THERE is one school that has not enough students, although its faculty can never be excelled. It is the school of forbearance—of forbearance at home. The chief teacher in this school has a necromantic quality, for he moves mountains, and every day works miracles; but he is invisible. His name is Love. It is a home school, of course, and its class-rooms are all over the house—in kitchen, bedroom, dining-room and parlor. The pupils come to this school fresh from other schools, where, it is very likely, they have been doing hard work, and are usually feeling that they are to be considered and rested, no matter what happens. They are to lie abed in the mornings for a complete rest, and that last sweet slumber, the very cream of sleep, and are to have a hot breakfast at all hours; they are to have an appetite coaxed by all sorts of dainties and delicacies. In every holiday season there flock back to the home school those who are apt to forget that there is real rest in a change of work, and that to be wholly idle may be wholly selfish.

Let our lads and lassies whose parents have to make exertion and endure some deprivation in order to clothe them fitly and send them to school, think a little on this point. If their overworked brains need the refreshing and repairing influences of sleep, let them go early to bed, in order that sufficient sleep may be had before they rise betimes in the morning, dress, and run down stairs to build the fire, and surprise the mother with breakfast ready for her when she descends. It will call into use an entirely new and different set of muscles from those which have been most active during the year, and will therefore give rest to those needing it, if these young people then proceed to clear away the breakfast things, to wash the dishes, to sweep and dust, to prepare the dinner, to make the dessert, to do as much as possible of whatever house-work there is to be done. It is the mother who has been using muscle and sinew and bone all the year, and who now should have rest by being given time and opportunity to use the brain, to lie in her chair and read her book, to go off on some journey, to gossip about among the neighbors, to enjoy a rest from *her* labors, knowing that all is going on right in the house, and enjoying the rest doubly that it is given her through love.—*Harper's Bazar.*

"THE HEATHER LINTIE."

BY S. R. CROCKETT.

JANET BALCHRYSTIE lived in a little cottage at the back of the Long Wood of Barbrax. She had been a hard-working woman all her days, for her mother died when she was but young, and she had lived on, keeping her father's house by the side of the single-track railway line. Gavin Balchrystie was a foreman plate-layer on the P. R. R., and, with two men under him, had charge of a section of three miles. He lived just where that distinguished but impecunious line plunges into a moss-covered granite wilderness of moor and bog, where there is not more than a shepherd's hut to the half-dozen miles, and where the passage of a train is the occasion of commotion among scattered groups of black-faced sheep. Gavin Balchrystie's three miles of P. R. R. metals gave him little work but a good deal of healthy exercise. The black-faced sheep breaking down the fences and straying on the line side, and the torrents coming down the granite gullies, foaming white after a water-spout, and tearing into his embankments, undermining his chairs and plates, were the only troubles of his life. There was, however, a little public-house at The Huts, which in the old days of construction had had the license, and which had lingered alone, license and all, when its immediate purpose in life had been fulfilled, because there was nobody but the whaups and the railway officials on the passing trains to object to its continuance. Now it is cold and blowy on the western land moors, and neither whaups nor dark blue uniforms object to a little refreshment up there. The mischief was that Gavin Balchrystie did not, like the guards and engine drivers, go on with the pas

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ing train. He was always on the spot, and the path through Barbrax Wood to the Railway Inn was as well trodden as that which led over the big moss, where the whaups built, to the great white viaduct of Loch Merrick, where his three miles of parallel gleaming responsibility began.

When his wife was but newly dead, and his Janet just a smart elf-locked lassie running to and from the school, Gavin got too much in the way of "slippin' doon by." When Janet grew to be woman-muckle, Gavin kept the habit, and Janet hardly knew that it was not the use-and-wont of all fathers to sidle down to a contiguous Railway Arms, and return some hours later with uncertain step, and face picked out with bright pin-points of red—the sure mark of the confirmed drinker of whisky neat.

They were long days in the cottage at the back of Barbrax Long Wood. The little "but-an'-ben" was white-washed till it dazzled the eyes as you came over the brae to it and found it set against the solemn depths of dark-green firwood. From early morning when she saw her father off, till the dusk of the day when he would return for his supper, Janet Balchrystie saw no human being. She heard the muffled roar of the trains through the deep cutting at the back of the wood, but she herself was entirely out of sight of the carriagefuls of travelers whisking past within half a mile of her solitude and meditation.

Janet was what is called a "throughgaun lass," and her work for the day was often over by eight o'clock in the morning. Janet grew to womanhood without a sweetheart. She was plain, and she looked plainer than she was in the dresses which she made for herself by the light of nature and what she could remember of the current fashions at Merrick Kirk, to which she went every alternate Sunday. Her father and she took day about. Wet or shine, she tramped to Merrick Kirk, even when the rain blattered and the wind raved and bleated alternately among the pines of the Long Wood of Barbrax. Her father had a simpler way of spending his day out. He went down to the Railway Inn and drank "ginger-beer" all day with the landlord. Ginger-beer is an unsteadying beverage when taken the day by the length. Also the man who drinks it steadily and quietly never enters on any inheritance of length of days.

So it came to pass that one night Gavin Balchrystie did not come home at all, at least, not till he was brought lying comfortably on the door of a disused third-class carriage, which was now seeing out its career anchored under the bank at Loch Merrick, where Gavin had used it as a shelter. They had found Gavin fallen forward on his knees, as though he had been trying to rise, or had knelt down to pray. Let him have "the benefit of the doubt" in this world. In the next, if all tales be true, there is no such thing.

So Janet Balchrystie dwelt alone in the white "but-an'-ben" at the back of the Long Wood of Barbrax. The factor gave her notice, but the laird, who was not accounted by his neighbors to be very wise, because he did needlessly kind things, told the factor to let the lassie bide, and delivered to herself with his own handwriting to the effect that Janet Balchrystie, in consideration of her lonely condition, was to be allowed the house for her life-time, a cow's grass, and thirty pound sterling in the year as a charge on the estate. He drove down the cow himself, and having stalled it in the byre, he informed her of the fact over the yard dike by word of mouth, for he never could be induced to enter her door. He was accounted to be "gey an' queer" save by those who had tried making a bargain with him. But his farmers liked him, knowing him to be an easy man with those who had been really unfortunate, for he knew to what the year's crops of each had amounted, to a single chalder and head of nowt.

Deep in her heart Janet Balchrystie cherished a great ambition. When the earliest blackbird awoke and began to sing, while it was yet gray twilight, Janet would be up and at her work. She had an ambition to be a great poet. No less than this would serve her. But not even her father had known, and no other had any chance of knowing. In the black leather chest, which had been her mother's, up-stairs, there was a slowly growing pile of manuscript, and the editor of the local paper received every other week a poem, longer or shorter, for his Poet's Corner, in an envelope with the New Dalry postmark. He was an obliging editor, and generally gave the closely written manuscript to the senior office-boy, who had passed the sixth standard, to cut down, tinker the rhymes, and lop

any superfluity of feet. The senior office-boy "just spread himself," as he said, and delighted to do the job in style. But there was a woman fading into a gray old-maidishness which had hardly ever been girlhood, who did not at all approve of these corrections. She endured them because over the signature of "Heather Bell" it was a joy to see in the rich, close luxury of type her own poetry, even though it might be a trifle tattered and tossed about by hands ruthless and alien—those, in fact, of the senior office-boy.

Janet walked every other week to the post-office at New Dalry to post her letters to the editor, but neither that great man nor yet the senior office-boy had any conception that the verses of their "esteemed correspondent" were written by a woman too early old who dwelt alone at the back of Barbrax Long Wood.

One day Janet took a sudden but long-meditated journey. She went down by rail from the little station of The Huts to the large town of Drum, thirty miles to the east. Here, with the most perfect courage and dignity of bearing, she interviewed a printer and arranged for the publication of her poems in their own original form, no longer staled and clapper-clawed by the pencil of the senior office-boy. When the proof-sheets came to Janet, she had no way of indicating the corrections but by again writing the whole poem out in a neat print hand on the edge of the proof, and underscoring the words which were to be altered. This, when you think of it, is a very good way, when the happiest part of your life is to be spent in such concrete pleasures of hope, as Janet's were over the crackly sheets of the printer of Drum. Finally the book was produced, a small, rather thickish octavo, on sufficiently wretched gray paper which had suffered from want of thorough washing in the original paper-mill. It was bound in a peculiarly deadly blue, of a rectified Reckitt tint, which gave you dazzles in the eye at any distance under ten paces. Janet had selected this as the most appropriate of colors. She had also many years ago decided upon the title, so that Reckitt had printed upon it, back and side, "The Heather Lintie," while inside there was the acknowledgment of authorship, which Janet felt to be a solemn duty to the world, "Poems by Janet Balchrystie, Barbrax Cottage, by New Dalry." First she had thought of withholding her name and style; but on the whole, after the most prolonged consideration, she felt that she was not justified in bringing about such a controversy as divided Scotland concerning that "Great Unknown" who wrote the Waverly Novels.

Almost every second or third day Janet trod that long loch-side road to New Dalry for her proof-sheets, and returned them on the morrow corrected in her own way. Sometimes she got a lift from some farmer or carter, for she had worn herself with anxiety to the shadow of what she had once been, and her dry bleached hair became gray and grayer with the fervor of her devotion to letters.

By April the book was published, and at the end of this month, laid aside by sickness of the vague kind called locally "a decline," she took to her bed, rising only to lay a few sticks upon the fire from her store gathered in the autumn, or to brew herself a cup of tea, she waited for the tokens of her book's conquests in the great world of thought and men. She had waited so long for her recognition, and now it was coming. She felt that it would not be long before she was recognized as one of the singers of the world. Indeed, had she but known it, her recognition was already on its way.

In a great city of the north a clever young reporter was cutting open the leaves of "The Heather Lintie" with a hand almost feverishly eager.

"This is a perfect treasure. This is a find indeed. Here is my chance ready to my hand."

His paper was making a specialty of "exposures." If there was anything weak and erring, anything particularly helpless and foolish which could make no stand for itself, the *Night Hawk* was on the pounce. Hitherto the junior reporter had never had a "two-column chance." He had read—it was not much that he *had* read—Macaulay's too famous article on "Satan" Montgomery; and not knowing that Macaulay lived to regret the spirit of that assault, he felt that if he could bring down the *Night Hawk* on "The Heather Lintie," his fortune was made. So he sat down and he wrote, not knowing and not regarding a lonely woman's heart, to whom his word would be as the word of a God, in the lonely cottage lying in the lee of the Long Wood of Barbrax.

The junior reporter turned out a triumph of the new journalism. "This is a book which may be a genuine source of pride to every native of the ancient province of Galloway," he wrote. "Galloway has been celebrated for black cattle and for wool—as also for a certain bucolic belatedness of temperament; but Galloway has never hitherto produced a poetess. One has arisen in the person of Miss Janet Bal—something or other. We have not an interpreter at hand, and so can not wrestle with the intricacies of the authoress's name, which appears to be some Galwegian form of Erse or Choctaw. Miss Bal—and so forth—has a true fount of pathos and humor. In what touching language she chronicles the death of two young lambs which fell into one of the puddles they call rivers down there, and were either drowned or choked with the dirt—

"'They were two bonny, bonny lambs,
That played upon the daisied lea,
And loudly mourned their woolly dams
Above the drumly flowing Dee.'

"How touchingly simple," continued the junior reporter, buckling up his sleeves to enjoy himself, and feeling himself born to be a *Saturday Reviewer;* "mark the local color, the wool and the dirty water of the Dee—without doubt a name applied to one of their bigger ditches down there. Mark also the overfervency of the touching line,

"'And loudly mourned their woolly dams;'

which, but for the sex of the writer and her evident genius, might be taken for an expression of a strength hardly permissible even in the metropolis."

The junior reporter filled his two columns and enjoyed himself in the doing of it. He concluded with the words, "The authoress will make a great success. If she will come to the capital, where genius is always appreciated, she will, without doubt, make her fortune. Nay, if Miss Bal—, but again we can not proceed for the want of an interpreter—if Miss B., we say, will only accept a position at Cleary's Waxworks and give readings from her poetry, or exhibit herself in the act of pronouncing her own name, she will be a greater draw in this city than Punch and Judy, or even the latest American advertising evangelist who preaches standing on his head."

The junior reporter ceased here from very admiration at his own cleverness in so exactly hitting the tone of the masters of his craft, and handed his manuscript in to the editor.

It was the gloaming of a long June day when Rob Affleck, the woodman over at Barbrax, having been at New Dalry with a cart of wood, left his horse on the road-side and ran over through Gavin's old short cut, now seldom used, to Janet's cottage with a paper in a yellow wrapper.

"Leave it on the step, and thank you kindly, Rob," said a weak voice within, and Rob, anxious about his horse and his bed, did so without another word. In a moment or two Janet crawled to the door, listened to make sure that Rob was really gone, opened the door, and protruded a hand wasted to the hard, flat bone—an arm that ought for years to have been full of flesh and noble curves.

When Janet got back to bed it was too dark to see anything except the big printing at the top of the paper.

"Two columns of it!" said Janet, with great thankfulness in her heart, lifting up her soul to God who had given her the power to sing. She strained her prematurely old and weary eyes to make out the sense. "A genuine source of pride to every native of the ancient province," she read.

"The Lord be praised!" said Janet, in a rapture of devout thankfulness, "though I never really doubted it," she added, as though asking pardon for a moment's distrust. "But I tried to write these poems to the glory of God and not to my own praise, and He will accept them and keep me humble under the praise of men as well as under their neglect."

So clutching the precious paper close to her breast, and letting tears of thankfulness fall on the article which, had they fallen on the head of the junior reporter, would have burned like fire, she patiently awaited the coming dawn.

"I can wait till the morning now to read the rest," she said.

So hour after hour, with her eyes wide, staring hard at the gray window squares, she waited the dawn from the east. About half past two there was a stirring and a moaning among the pines, and the roar of the sudden gust came with the breaking day through the dark arches. In the whirlwind there came a strange expectancy and tremor into the heart of the poetess, and she pressed the wet sheet of crumpled paper closer to her bosom,

and turned to face the light. Through the spaces of the Long Wood of Barbrax there came a shining visitor, the Angel of the Presence, he who comes but once and stands a moment with a beckoning finger. Him she followed up through the wood.

They found Janet on the morning of the second day after, with a look so glad on her face and so natural an expectation in the unclosed eye, that Rob Affleck spoke to her and expected an answer. The *Night Hawk* was clasped to her breast with a hand that they could not loosen. It went to the grave with her body. The ink had run a little here and there, where the tears had fallen thickest.

God is more merciful than man.

EDUCATION FOR CITIZENSHIP.

BY J. R. FLICKINGER.

THE question of educational aims always has been and always will be the central topic of all school discussion. What is the mission of our schools? What branches contribute most toward accomplishing that mission? What is the relative value of the various school branches?

These questions have been answered in a variety of ways, and this diversity of opinion must, from the very nature of the problems, from the characteristics of the speakers, from the constantly varying standpoints from which the outlook is taken, always continue. Every school of psychology, and every interpreter of resurrected schools, furnishes us with new data.

Long ago the good master of Rugby said, that, "in whatever it is our duty to act, those matters also it is our duty to teach.', The same thought has been expressed by every pedagogist ever since the dawn of intellectual activity.

It is not for us to put an authoritative interpretation on this language, but he clearly raises the question of the pupil's environment as the domain of his activity, and he just as clearly implies that it is the mission of the teacher to put him in sympathy with it. We understand, further, that environment means civilization, that civilization is progress, that harmony is essential to progress, and that a man's relations to his family, to the church, to society, and to the State, will determine the question of harmony.

It means the study of man with reference to his life-work. It involves in its broadest sense, a correlation of man and nature and method. It suggests a method content that begins with the elementary schools and ends with graduation day at the University. Its material content begins with the elements and ends with the diploma of the professional school.

This paper will be limited to a discussion of man as a citizen, and will endeavor to see him in his relation to his government, and as a member of civilized society. Some reference will be made to problems in sociology, and to our school courses of study. Our central thought, however, is that it is the chief mission of American schools to make American citizens, men who know the immeasurable value of their birthright, and who have the capacity and patriotism to defend it against all foes, be they foreign or domestic.

Questions of ethics, codes of morals, need not come within our purview. The citizen and his government, his rights and his duties, demand the chief attention. In a nation of sovereigns, where the people are the State and the government but the people's servants, the schools must train for high citizenship. The points of contact between man and his government and society, are the weak points in our educational armor. What are we doing to fortify the pupil for the impact at these points? To-day, our people—our sovereigns—are reflecting, deliberately or otherwise, upon questions in economic finance, suffrage, municipal reform, transportation, taxation, and many other questions of equal moment. The national safety depends upon the conclusions reached in these informal and accidental debating societies. If ignorance prevails, the demagogue and the anarchist will lead, and an irresponsible and vicious proletariat will be developed, whose chief mission will be to tear down and destroy. In consequence of the almost total absorption of our national land area, which for a century has provided homes for the surplus population of the older States, and in consequence of the many great inventions of the last quarter century, the struggle for existence has become much more intense than it has ever been. There are more workmen, but less work to do. Wealth, too, has apparently aggregated, and the masses and the classes are growing apart. Selfishness is the crying evil of our land, and it is responsible, next to ignorance, for the demon of unrest now threatening to overturn our whole social fabric. Intelligence will develop a broader humanity, a Christian charity, which is absolutely essential in a free government. If this unrest continues, demands will be made upon our government, first, for relief, and that not forthcoming, then for revolution, peaceful or otherwise, which will call forth all the intelligence at our command. Wise and humane men must direct the affairs of State, and society must be educated to demand such leadership. The men holding public office, as a rule, reflect the morality and intelligence of the men who send them, just as the government always reflects the character and intelligence of the men who rule. Out of school, from the gleanings of the daily press, men discuss the existing condi-

tions of society. With an historical conception of problems of government, with a clearer knowledge of logical methods, they would always be safe guardians for our national interests. Within our own circle of friends, made up of intelligent, high-minded men, it seems impossible to conceive that gross ignorance on current questions should prevail. We cannot even believe that such ignorance is wide-spread, or that any special danger can arise from it.

In this fact is our real and ever-present danger. Our lethargy will be our ruin. We trust to our Saxon blood, to the latent good sense of our people historically considered, and we are all the time forgetting that conditions change and that man changes with his conditions. We must educate our boys and girls along the lines of citizenship, and in the public schools. Every teacher must do his whole duty to those whom he essays to teach.

We urge the great importance of two subjects, viz.: Civil Government or the Science of Politics, and Economics or Political Economy. We demand for them a more important place in our school courses. We do not expect them to be crowded into our elementary schools as separate branches, nor even as exact and clearly defined sciences, but as parts of other studies, of which we will speak later. If this is done properly, it will not derange that "symmetrical correlation" of studies and of the subject matter of each study, of which we now hear so much. It will not be difficult to adjust it to the natural unfolding of the pupil's faculties, but on the contrary it will bring the atmosphere of home into the school-room.

Home, in the sense here used, means the great world with its mighty problems of life and living. The introduction of this atmosphere through the medium of a teacher in touch with humanity, will develop a sympathetic mental growth in the pupil; it will cultivate an inter-relation of man and society that will eventually soften the discords of life. The media through which these outer influences must come, if they reach the school-room in the right way, will be the teachers. They must be more than filters to keep back the social poisons; they must be able to impart the aroma of the highest and best type of civilized life. The pupils must be helped and urged to assimilate it, not selfishly, but for the good of others. That life is barren and fruitless which never looks beyond its own door. If this work were properly done, if it were made universal, social outcasts, criminals of high and low degree, would be practically eliminated from the body politic. This is not Utopian, it is not visionary, and it can be made just as much a part of our educational system as the studies of geography or history. Neither is the work beyond the ability of our teachers, nor so difficult but that the average pupil can firmly grasp its outline. If any teacher in this broad Commonwealth for one moment doubts the human interest their pupils may have in the affairs of life, let him ask them for their political preferences. The instant showing of hands, the bright expression on their countenances, and the ready and pointed replies, will soon dispel the illusion. It may be admitted that there are honest doubts as to the best method of handling such subjects, as to their feasibility, and as to the extent to which such work shall be carried, but there can be no doubt as to the interest of both parent and pupil. The wholesome interest thus shown, surely ought not to be ignored. When viewed philosophically, as a pedagogical problem, is it right, can it be right, for us to refuse to cultivate these mental activities? We are allowing an incalculable amount of intellectual energy to lie dormant, and we are robbing the state of much valuable service. For purposes of discipline, we rightly insist on a thorough grasp of mathematical formulæ, of the dialectics of grammar, but shall we shamefully neglect to impart a knowledge of the organization of the society in which we live?

If this line of work were a novelty, if it had never been attempted, there would be some reason in our neglect. Every one of us here present doubtless has been attempting this kind of instruction, and has been urging its adoption by our friends. My friends, continue the agitation, urge it with more vehemence than ever; you are nation-building.

We have already made reference to pupils' inherent interest in politics, and later on shall have more to say on phases of politics wherein interest may be aroused. Just now we will briefly dwell on some additional questions that are both political and economic. The fact is, it is impossible to separate, wholly, any industrial or commercial question from politics. We may, however, view them abstractly, and afterwards in their relations to government.

Every man, woman and child in this State is deeply interested in transportation, whether he is a producer or not. The prosperity of every community is accurately gauged by its easy or difficult means of exportation and importation. Convenient, rapid, and inexpensive methods of transit are the most efficient means of increasing the wealth of a State or nation, Trade increases, because labor can be remunerated. Increased production stimulates expenditures. The commodities produced swell the aggregate of wealth, and their commercial value will depend upon their ability to supply human needs, to satisfy human wants, or to gratify human desires. It follows that when the home market is satisfied the continuing value of the article will depend upon the facility and cheapness with which it can reach the outside market. Transportation then is the problem in which each producing community is most interested.

The more you contemplate it, the more potent for good or ill its power seems to be.

Think of it as an insiduous foe, with malice aforethought, working for the destruction of the manufacturing interests of a city or county. The rates of transportation are covertly raised; the manufacturer, selling his goods on a narrow margin already, seeks to retrench his expenses; he lowers his scale of wages, and his workmen suffer; discontent, then discord, and finally a strike occurs. In short, both employer and employe are finally ruined, and the city loses its manufactures. Now the question, who is blamed for all this ruin? The workman says his employer; the employer, the railroad company; the railroad says competition, increased cost of train-service, and the laws of commerce. Who finally solves the problem? No one; it forever remains a fruitful source of acrimonious debate. The very worst phase of it all, however, is the fact that the real sufferers, the workmen, finally conclude that they have been de ceived, that they are the subjects of a conspiracy of capitalists, who are still plotting dire disaster for their suffering victims. When this point is reached the rankest form of socialism is gladly welcomed, and they, in a little time, are ready to carry the red flag of anarchy. You can enlarge the picture and give it color.

Are these questions for the schools? Can the teachers of our school overthrow the discriminating policy so common to many railroads?

Education can do it. Ignorance of the simplest laws of trade and commerce is what makes imposition possible. The clear light of knowledge and truth will even counteract the selfish greed of a soulless corporation. And it will also drive out of our borders, out into the shadows of oblivion, beyond the limits of our fair land, those social monstrosities, libels on man and beast —the nihilists and communists, the scum of civilized life.

A few statistics gathered from State and national bureaus, a few simple calculations, and every boy and girl can tell you the cost per mile to carry a ton of iron from one end of our State to the other. More research will tell them the relative cost of maintenance of an average mile of railway, of the yearly wear and tear of a passenger coach or freight truck. Could a railroad long deceive a community that made an intelligent study of such questions? Would it long tolerate a Parsons or a Herr Most?

The hope of the future brightens relatively to the increasing intellectual activity of the present. What are economic questions? What is wealth? What is labor? These are all every-day words, familiar to the ear of young and old, but how many can define them intelligently? Economics or Political Economy is the science of values. "It treats of the production, distribution, exchange, and consumption of wealth."

Value is the worth of an object as in cated by its power in exchanges. This commercial value. The intrinsic value better defined as *utility*. Wealth inclu all exchangeable commodities and conve ences designed to supply human needs, s isfy human wants, or gratify human sires. "Labor is the voluntary effort o human being, designed to accomplish so useful purpose. It is the prime element wealth." A young man passing the thr hold of the school out into the world, v be a more efficient human engine, a m capable producer of wealth, and a more telligent utilizer of his capital, if he knc what his capital is; if he knows the capi of his fellow-producer. The aggregate c ital of individuals makes the sum of weal

The query now confronts us, How you propose to teach Political Economy the public schools? We have too ma studies already; parents complain of many books, and of the overworked pup We are constantly hearing these complai and probably always will hear them.

A tentative plan for the introduction economics would be to make it a part geography. If your text-book does not cuss the elements of wealth and the relat of the physical features of a country to development, either get one that does, expand the subject yourself so as to incl them. Geography, after many years criminal neglect, is at last assuming true place in our educational system, which it is essentially *primus inter pa* The data will be found in geography much that is called economics, and by diciously adding, the teacher can inte gently discuss wealth, capital, labor, the simpler laws of trade. Of course i assumed the teacher is in earnest, is touch with his community, and is a c stant reader of current literature devoted social problems. Unless the teacher ta such an interest, the work will be vain fruitless.

Trade is both an economic and politi question. In regard to it, probably, th have been more differences of opinion, m political sophistry, than in respect to other word in the whole range of politi economy. Various theories have been vanced, numerous experiments have b tried, and still public sentiment remains vided. It should be remembered that t subject involves some of the most import questions in social science.

The laws of nations have differed as r cally as have the theories of political eco mists, from absolute free-trade, through grades of restriction, to perfect non-in course with other nations. With questi of this character wherein honest men dif the teacher can present the most import themes on both sides. He should st clearly and fairly the essential points each, and avoid all partisan bias.

The most important current polit

economic question is that of money. The present phase of this question is: Whether the unit of measure shall be made of gold or silver. In the United States, as the dollar is the unit of value, some argue that the unit should be made of silver; that a certain amount of silver, sufficient to make a coin convenient for use, should be stamped a dollar, and that these dollars should be legal tender for the payment of all debts both public and private. Others contend that gold should be made the unit for the measure of value; that gold should be a legal tender for the payment of all debts; that the standard should never be changed, and that silver should be legal tender for parts of dollars only. Still others argue that both should be standards of value. It is said by friends of this theory that, as we have the rod for measuring land, the yard for cloth, the foot for boards, so we may have the gold eagle as measure for large amounts, the silver dollar as a measure of less sums, and the copper cent as the measure of the smallest.

You can teach an intelligent outline like the foregoing; you can, if you wish, state the most plausible objections to each, and still not teach partisanship. It seems to me that a teacher who fails to thus handle important current questions is criminally derelict.

But geography cannot cover the whole field of the subjects contemplated by this paper, even though almost all of our questions are politico-economic. There is a class of questions that may be roughly distinguished as historico-political. We now use the word politics in its broad Greek sense, in which it includes all the highest interests of man.

History, then, must be our means of introducing this other class—the so-called political questions, including constitutional questions and civics, or more properly civil government.

Here again, if necessary, expand the contents of your text-books. If our teachers can be impressed with the importance of history as "the science or knowledge of man in his political character," and the State as "the all-comprehending form of human society," the lessons of the schoolroom will, in time, control the party caucus, the political convention, and the suffrages of the people. * *

"What is paternalism?" "What is a direct tax?" "What is the *referendum?*" "Should a legislator belong to a secret society?" The boy who asks such questions wants an answer, and he has an unquestioned right to go to his teacher and ask for it; and we as members of the rank and file of the educational forces, as a part of that most potent civilizing force popular education—must give him an enlightened answer.

It was politics that made this great nation. It may have been a narrow partisanship and not patriotism that made Samuel Adams dream of independence, but it was the spirit of John Hampden, of Eliot, and of Oliver Cromwell, that animated the second Continental Congress.

When great events are born, when brave people are in the throes of revolution, principles and not memories are on the foremost banners. Puritan heroism at Marston Moor and Naseby, the heroism of the first Prince of Orange against the combined despots of Europe, nerved the Washingtons of '76.

Out of knowledge grow enlightened principles of government; biographies and battles make patriots. The history of liberty is the history of the Teutonic races. The gradual advancement of the domestic relation, from the lower to the higher, was the essential cause for the evolution of government. Government, or control, begins in the family, and, in our nation, ends with its highest exponent, the President of the United States. Teach forms of government, beginning with the local and ending with the general.

To whom shall I pay my tax? When are county or township officers elected? What are the duties of such officers? These questions and many others correctly measure the average intelligence of our communities. What a shame it is to confess ignorance on such home matters. And we need not be ignorant; our people have a right to know these things; and it is the duty of our schools to dispel their ignorance.

In the history class, in the public school, we can impart this information. In fact, the conception of history as here outlined, will have most to do with such questions. We recognize that there are other fields of historical inquiry beside the state, such as religion and the church, art and science; but it cannot be safely gainsaid that such questions are the very flower of historical study. History, in its broadest and truest sense, holds in solution all that man has done. It unites the past with the present, and exalts man until he sees himself as the beginning and end of all things.

In conclusion, it remains for us to particularly emphasize the unification, not only of history, politics, and economics, but of the whole realm of knowledge. No branch of knowledge can be fully grasped that is not correlated with every other. Education is a unit in its method, just as all the sciences are inter-related and unified. Man and nature are one and the same. Amalgamate them, as the chemist does, and harmony will come. Such is the true ideal of education. If rightly done, the selfish egoism of our country will disappear, and in lieu of it we will have an altruism worthy the name. We will have the power to understand the right and the will to do it. Real progress will then come, and it will be based on a sound knowledge of the living institutions and the active wants of mankind.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, OCTOBER, 1895.

The best of men that ever wore earth about him was a sufferer, a soft, meek, patient, humble, tranquil spirit; the first true gentleman that ever breathed.—*Decker.*

Ye may be ave stickin' in a tree, Jock; it will be growin' when ye're sleepin'.—*Scotch Farmer.*

N. C. SCHAEFFER. - - - - J. P. McCASKEY.

AUTUMN ARBOR DAY CIRCULAR.

"What do we plant when we plant the tree?
We plant the houses for you and for me.
We plant the rafters, the shingles, the floors,
We plant the studding, the lath, the doors,
The beams and siding, all parts that be;
We plant the house when we plant the tree.

"What do we plant when we plant the tree?
A thousand things that we daily see
We plant the spire that out-towers the crag,
We plant the staff for our country's flag,
We plant the shade from the hot sun free;
We plant all these when we plant the tree."

The celebration of Arbor Day serves a fourfold purpose:

1. It leads to the planting of trees for shade and for fruit. In response to the first Arbor Day proclamation issued in 1885, not less than fifty thousand trees were planted by the teachers and pupils of the public schools of Pennsylvania. The annual recurrence of Arbor Day has led to the planting of thousands of additional trees and to the better adornment of the grounds around the school and the home.

2. The celebration of Arbor Day has disseminated much useful information concerning the planting and care of trees and the kindred arts of budding, grafting and seed-variation. It has drawn attention to the evil effects which flow from the criminal waste of timber, and to the importance of of covering with a new growth of trees all tracts of land which are otherwise useless.

3. Arbor Day has helped to stimulate the interest of the pupils in the study of nature. Since the knowledge of plant-life is of inestimable value to the farmer and the gardener, exercises which beget an interest in this kind of knowledge can not be omitted without committing a greivous wrong against the future tillers of the soil.

4. Arbor Day aids in opening the eyes of children to the beauties of nature. Every tree upon the hillside and valley has its charms. In autumn the trees of the forest are robed in gorgeous colors. The youth who, with Pope, has come to realize that

"A tree is a nobler object than a prince in his coronation robes"

will appreciate rural scenes and rural life, and will not conceive the idea that happiness is only to be found in the crowded thoroughfares of the city.

To let our children grow up in ignorance of the facts and laws of vegetable life and of the pleasure and profit derived from the contemplation of the beauties of nature would be a sin against childhood and against the Commonwealth.

"Men," says Prof. J. T. Rothrock, "come and go, but the State is to endure. The citizen who does not recognize this fact is unworthy of the past and the future. Public prosperity will always depend upon the conditions under which men live. If these be adverse, success in life will be but partial, and even this will be won with infinite toil. We are bound to a partnership with the soil and its products. The larger our population, the closer will this union be, and the more must we maintain the surface of the earth in the best possible condition. Seed-time and harvest there will always be, so long as the promise of God endures, but how abundant that harvest will be, may depend in great part upon whether we have observed or violated Divinely-ordained natural laws. If we keep our steep and rocky hillsides bare, the water which should have remained in the soil will pour out of the country in a destructive freshet, the streams will dwindle, the springs dry up, and even the climate will become more extreme from want of watery vapor, which the trees would have dispensed had they been present in sufficient numbers. If we allow the forest fires to go unchecked, the fertile soil over which they rage will be destroyed, loosened and swept off. Even the roots will be killed and the prospective crop of timber measurably lost to the community. These conditions will become progressively worse from year to year, while a constantly-increasing population will render the struggle for life and prosperity more severe. The longer we postpone the work of forest protection and restoration, the more costly it will become and the less will we be prepared to do it. This is the children's question. The timber *may* outlast the fathers of to-day; but the children who follow will meet the trials of life under adverse conditions. He who plants a tree to-day, or wisely legislates now, will bless his children's children – for the forest waters the farm."

Whilst Arbor Day means much for pupils who cannot participate in tree-planting, it has special significance for the pupils in our rural schools. Since most of these schools are not in session on either of the dates appointed for the observance of Spring Arbor Day, it was found advisable from the first to have Arbor Day exercises also in the fall

of the year. To perpetuate this good custom I appoint

FRIDAY, OCTOBER 18TH,

Autumn Arbor Day, and respectfully urge those connected with our schools to observe the day with appropriate exercises. The trees may be planted out of school hours, but a part of the time, usually devoted to public readings or nature study, can be profitably spent in exercises calculated to subserve the purposes of Arbor Day.

NATHAN C. SCHAEFFER,
Supt. Public Instruction.

Harrisburg, Sept. 23, 1895.

WE get so much for nothing that many people seem to think everything ought to come in that easy way. Apple trees will not. Strawberries will not. Nor will some other things. They must be paid for—in thought and money and work—by somebody. Hast thou, O reader! ever and often been that somebody? If not, it is time to bestir thyself in a working world like this. Another Arbor Day comes on. Plant a tree! You will soon be dead. Leave the world a little better off for your having lived in it. Plant a tree! Plant a tree!

GOVERNOR HASTINGS has re-appointed Dr. J. T. Rothrock, of West Chester, Commissioner of Forestry for a period of four years. He is the man for the place above all others, doing his work with an eye single to the public good, with little regard for fame or the moderate salary attached to this very important position. The appointment also of Dr. B. H. Warren, of Union county, as Zoölogist to the Department of Agriculture, could not be improved upon. Dr. Warren was State Ornithologist in the old State Board of Agriculture, is the author of the "Birds of Pennsylvania," which was published by order of the Legislature and has been widely distributed throughout the State, and prepared the exhibit of birds and other animals of Pennsylvania for the Chicago Exposition.

ON the anniversary of the Battle of the Brandywine, September 11th, 1895, there was dedicated to the memory of Lafayette a monument with appropriate inscriptions. It is a handsome shaft with square base, and stands near the spot where the distinguished Frenchman was wounded. The children in the schools of Chester county contributed generously to its erection. The schools of Berks county have already contributed over two hundred and fifty dollars towards a monument to the distinguised German, Conrad Weiser, whose influence with the various Indian tribes and whose prolonged and valuable service in other directions have made Reading, Berks county, and the State of Pennsylvania largely his debtors. This fund has been begun, and it will be increased to thousands of dollars before it is completed and this memorial stands the noblest thing of its kind within the borders of the county. It is well that the schools should be taught such lessons of gratitude and patriotic regard, and, in pressing this matter upon their attention, Supt. Zechman is doing educational work of the best kind. The people who do things are the people who can do them, and both Supt. Walton and Supt. Zechman promise for Chester and Berks counties generous aid to the Dr. Burrowes' Memorial Fund.

AN Iowa man who was convicted of sending obscene matter through the mails has recently been sentenced to eight years' imprisonment at hard labor and to pay a fine of $4000 for his violations of the law. The judge in sentencing the prisoner expressed the utmost surprise at the extent to which the mails are being used for this purpose, and then said he intended to do what he could to break up the practice. He employed the right method. Men would be more chary of prostituting the mails to such uses if they felt certain of such a severe sentence in case of detection. Several cases of the same kind have of late been before the courts in Pennsylvania, and it has gone hard with the offenders. The name of Anthony Comstock is becoming a terror to evil-doers of this infamous class.

PROF. GEO. F. MULL, of Franklin and Marshall College, enclosing check for five dollars for the Dr. Burrowes' Fund, writes: "It is good to undertake this work, so eminently worthy. It is a beneficent work, far-reaching in its consequences and all for good, extending in ever-widening circles the multitude of those who, it has been wisely ordained, shall have their minds and hearts enlarged and sweetened by hearing the words and contemplating the deeds of a great good man—one of the 'immortal dead.' How true it is that those written

memorials, in which the noble dead yet speak with us, contain, as Milton says, 'a potency of life in them to be as active as that soul whose progeny they are.' I wish your committee the most abundant and speedy success, knowing that in it you will find an ample reward for your generous and unselfish labor."

THE law passed by the last Legislature providing for the maintenance of parents by their children is a measure of importance. "Honor thy father and thy mother" is a mandate that has little meaning for many people, and the authority of the State is properly invoked to compel unfilial children to care for their parents. The new law says that if any male child of full age within the limits of this Commonwealth, has neglected or hereafter without reasonable cause shall neglect to maintain his parents not able to work to maintain themselves, it shall be lawful for any alderman, justice of the peace, or magistrate of this Commonwealth, upon information made before him under oath, or affirmation, by said parent, or parents, or by any other person or persons, to issue his warrant to any police officer or constable for the arrest of the person against whom the information shall be made as aforesaid, and bind him over with sufficient surety to appear at the next Court of Quarter Sessions, there to answer the charge of not supporting his parent or parents.

MISS MARY MARTIN, of the Boys' High School of Lancaster, contributing ten dollars to the Dr. Burrowes' Memorial Fund, expresses her cordial sympathy with the movement, thinks the work should have been done long ago, and "will give more if needed." Everybody doesn't give that way. It is a rare blessing to have head, hand, and heart for any good work that needs them all. Deputy Supt. Houck also is early on the list with a check for five dollars and a hearty letter in appreciation of the educational service of Dr. Burrowes, with whom as a man and as an influential factor in the school work of Pennsylvania he was personally well acquainted.

Prof. Gustave Guttenberg, teacher of Biology in the Central High School, has prepared a very beautiful Botanical Guide through the Phipps Conservatories in Pittsburg and Allegheny.

THE SUPERINTENDENCY.

ITS BEARING UPON THE EFFICIENCY C OUR SCHOOLS.

PROGRESS in education is seldo made without much opposition. Th popular mind is wedded to the old. Th average man is satisfied with the trad tions of his forefathers. The evils whic ought to be corrected are at first see only by those who are full of the spirit o progress and reform. Improvement ma involve the uprooting of prejudices, th curtailing of privileges regarded as veste rights by those who enjoy them. Amon these was the right to teach and the righ to have as teachers whomsoever th community was willing to accept. Th creation of the office of County Superin tendent abridged these rights by exclud ing from the ranks many who were in competent to teach. Those who firs filled the office were met with man marks of popular disapproval. In som States the law creating the office wa soon repealed; and had it not been fc the heroic stand of Governor Pollock who declared that he "would see ever other department of his administratio go down before he would suffer th School Department to go down," it woul have been repealed in this State, also.

Supervision was discussed for man years, and has an interesting histor in Pennsylvania. State Superintenden Miller, during the administration of Gov ernor Shunk, earnestly urged upon th Legislature the adoption of the Count Superintendency, but without securin the passage of a law. This was a lead ing feature of the law of 1854, drafte mainly by State Superintendent C. A Black and his Deputy, Hon. H. I Dieffenbach, during the administratio of Governor Bigler. It aroused suc resolute and bitter antagonism that ha it not been for the firm attitude of Gov ernor Pollock in the following year, an the masterly strategy of State Superir tendent Curtin and Deputy Superintenc ent Hickok, the law would have bee promptly repealed by the Legislatur The story of that struggle is graphicall told by Hon. H. C. Hickok in the issu of *The School Journal* for May, 189 How much we owe to these men for pr serving the County Superintendency i evident from the reports of Commor wealths without this office.

Take the report of the Connecticut Board of Education. The following sentence was dictated to children of twelve: "Whose knife is this?" The object was to ascertain whether the children were taught the use of the interrogation point. In fifteen out of twenty-three districts, more failed than succeeded, though in the county where the test was made more succeeded than failed. The minimum number of school days in a year being 150, the boy or girl has no more than this to show for six years, or 900 days, of schooling. Along with other tests this convinced the Board that the pupil has expended the acquisitive and inquiring hours of his life—4950 of these hours—in not getting information or the power of thinking, because he has not been properly taught. The reasons which the Board assigns are very significant. No adequate attainments, no special training, no general and authoritative credentials, are demanded of those who teach. "No positive attainments," says the Report, "are required of the person who sets up to teach. A profound ignoramus, if endowed with sufficient assurance, is in no way excluded from teaching."

"The teacher who has devoted time to special study in education, who conforms in practice to some well-defined theory, has no better chance than the pretender or tyro who does not know what education means, whose self-devised and crude methods of instruction constitute the sum total of his qualifications."

"In respect of credentials, the qualified and unqualified stand on precisely the same footing. The trained and competent teacher possessing evidence of training and competence has no advantage. Both jostle each other in the strife for positions. Meanwhile parents and the public look on with indifference, apparently forgetting, deeply unconscious that the dearest interests of their children are involved."

"There is no organized teaching service—a body of men and women of ascertained and certified competence, having definite relations to the State and town which pay them and the district which hires them. Their tenure depends not upon ability, education, training, fidelity, success, but upon the annual election with its uncertainties and probabilities of change."

"The fact that neither adequate knowledge, training, nor certificates are essential has borne its legitimate fruit. Every young person unprovided for, or plunged into difficulties and obliged to earn a living, or uncertain what to do temporarily until something shall turn up, leaps with intrepid confidence into teaching. At a single bound, without a single qualification, and with disqualifications natural and acquired, they profess themselves ready to undertake the practice of an art which requires knowledge, experience, tact and patience."

It would no doubt be presumptuous to claim that none of these evils exist in the Keystone State. How a young woman who receives for five or six months less than twenty dollars a month, can make any adequate preparation for teaching, is one of the mysteries which those unable to get other help have not been able to solve. If by the help of parents or friends she succeeds in attending a training school for half a year or more, she is enabled to earn better wages elsewhere, and she never returns to teach in the district in which she was reared. Thus the County Superintendent is compelled to grant provisional certificates to a new crop of beginners, and the sparsely-settled, poverty-stricken district is doomed forever to employ teachers poorly equipped for their duties. Here and there an exception looms up like an oasis in the desert that only shows more strikingly the need of irrigation from higher sources before a general educational harvest can be produced.

Fortunately, over large areas of Pennsylvania the efforts of the Superintendent are not thus nullified by low wages and unfavorable conditions. Where the salary is an inducement, the best talent can be selected and certified, and results superior to those specified in the Connecticut Report are attained.

The report also makes reference to the supervision of schools. "This work is entrusted in all towns but two to the acting visitors, a part of our system which beautifully illustrates how-not-to-do-it. We should say that a supervisor of schools

"1. Should know what should be taught and why it should be taught, and what it should accomplish; 2. Should have a knowledge of the best way to teach each subject; 3. Should have a thorough acquaintance with schools and school work, including ability to detect faults of management as well as of teaching.

"These being the qualifications of

school visitors, we turn with amazement to the actual qualifications in sight. We find that some have never, up to the time of their selection, set foot in a primary school, are destitute of all educational experience, and are unwilling or unable to give time to the schools. Some, it is true, are animated with interest and zeal and speedily qualify themselves; but they cannot, in two visits a term, and at most six in a year, either became acquainted with the schools or influential in their management and teaching. It is an unjustifiable experiment to put in charge of active and eager children a young man or woman without any acquaintance with the art of teaching; a still more unjustifiable experiment, if that be possible, is it to put in charge of teachers a man fresh from college or a man occupied with other business and without training. There should be supervisors who can give their whole time to the schools and direct and impel the teachers. The teachers are now unaided and irresponsible. If they were assisted, guided and then justly rewarded according to results, they would soon become eager to succeed, and in the end qualified to teach."

"Your State," said Editor Macdonald of Kansas, not long ago to the writer, "is the only one in the Union, so far as I can learn, which specifies qualifications for those who are charged with the duty of supervision." In Pennsylvania no person is eligible to the office of county, city or borough superintendent who does not hold a diploma from a college legally empowered to grant literary degrees, a diploma or state certificate issued according to law by the authorities of a State Normal School, a professional certificate issued one year prior to the election, or a certificate of competency from the State Superintendent, or has not had successful experience in teaching within three years of the time of his election. These qualifications, in connection with the fact that the Superintendent is not elected by popular vote or at the regular elections in November and February, save our State from men who are put on the county ticket because there is no other place, and elected by a party vote regardless of the fact that they are unable to pronounce correctly a list of words for spelling.

The most essential qualification for efficient school supervision is, however, too delicate to be ascertained by an examination or to be set forth in a certificate of competency, viz: *the power to get things done.* Many educated men and women can, during their visits, ascertain what is done and make an intelligent report thereon; very few possess the power to get done all that ought to be done by those who teach. The improvement of the teachers who are now at work in the schools, is the most difficult problem of supervision. At first sight the easiest way out of the difficulty and the one that always suggests itself to inexperienced supervisors is to eliminate from the corps of teachers all whose work is not entirely satisfactory. How shall the vacancies thus created be filled? Teachers of tried skill and superior ability are not often found ready at hand. Those who are selected, are seldom better than those who have been got rid of; and the gains are not worth the pains. The supervisor owes his teachers something more tangible than criticism and condemnation. If he can not help to clarify the aims and to perfect the skill of the average teacher, he is as ill-fitted for his duties as those whom he criticises and condemns.

HONORING THEMSELVES.

IN contributing to the erection of a suitable memorial in honor of Thomas H. Burrowes, LL D., who was, to all intents and purposes, our pioneer State Superintendent of Common Schools, the generous donors will not only do honor to his memory, but confer honor upon themselves as well, by thus proving their loyalty to the great cause of popular education. The surviving soldiers of the late Civil War have never faltered in patriotic remembrance of comrades and commanders who fell in battle or have vanished from the scene of life's activities, and as a consequence massive and enduring monuments have been multiplied on conspicuous battle-fields, and adorn almost every village green throughout the loyal States. And civilians, whose influence and means contributed to these highly honorable results, never felt themselves impoverished by their helpfulness to so glorious a cause, nor imposed upon by appeals to their liberality. On the contrary, it was felt to be a sacred duty that it would have been churlish and dishonorable to have neglected.

But "Peace hath her victories no less renowned than war," and sometimes con-

trols the issues of war when the outbreak comes. When the volcanic outburst of overt secession fell upon the unsuspecting North like an earthquake shock, it was the pervading influence of the Common Schools that rose to the occasion and made itself felt as an unconquerable force in the continental field of strife. The schoolmaster had been abroad long enough to enlighten the popular understanding, warm the patriot heart, and strengthen the popular will, when startling emergencies devolved upon the mass of the people responsibilities never before shouldered by any nationality on earth. It is beyond dispute that the preservation of the Union was largely due to the Common School; and so in honoring the soldier for his triumphs over armed rebellion, we should at the same time do special honor to the teachers and great educators of the land for their transforming and pre-requisite victories over the forces of ignorance and blind, unreasoning prejudice.

When Sumpter was fired upon, our school-houses emptied themselves into our armies, joining the ranks of those who had already passed out of the schools, with hearts of flame and a clear-sighted intelligence that made our "thinking bayonets" the wonder of the world, and magnificently victorious in the final outcome of the Titanic strife. And since our decimated armies have melted away into the avocations of peace, and the work of education moves steadily onward like a flowing river, ever increasing the volume and sweep of its mighty current, with its eternal mission of enlightenment and power, it is fitting to go back behind the brilliant achievements of our gallant soldier boys to the formative influences that antedated their services and guaranteed their successes.

The Educator is the controlling power in the realms of mind, as was the soldier in the field of physical strife, and should be held in as grateful remembrance by the survivors in that commanding sphere of influence and most arduous effort. The *esprit de corps* of the Educational world should be as warm, high-toned, and enthusiastic on the part of teachers and school officers as on the part of soldiers on the "tented field," with the same unshaken loyalty to a great cause and the same generous-handed and warm-hearted regard for the memory of its great leaders when the grave closes over them, and their living presence has vanished from among men.

True, the teacher's work and the educator's pen do not stir the pulses like the battle-bugle's call, nor kindle the imagination like the flash of arms and the thunder of the cannonade; but they have a higher and more potential merit that demands recognition and deserves perpetual memorials, that the world may not forget its real benefactors in a cause that underlies and overshadows all others.

A profession or a cause that does not honor itself is not apt to command the respect of the public; and in proportion as educators appreciate their high vocation, will they be willing to vindicate it before the world by testimonials to the memory of those who stood prominent in their day, in the very front rank of the school men of the early part of the century.

Sixty years have passed away since Dr. Burrowes laid a master hand upon our incipient and unformed Common School System, and, moulding it into symmetry and coherence, launched it upon a course of usefulness and power whose influence for good has kept pace with our historic development, and will reach down through centuries to come. Let us, even at this late day, show our appreciation of the great work he did for the cause of general education. Let every believer in that great cause, whatever may be his point of contact with it, honor himself as well as the cause by contributing and encouraging others to contribute to the erection of a monument and the completion of certain other proposed features of a Memorial that shall fittingly symbolize his services, and perpetuate his name!

It is a good work that is proposed, good in many ways. In the doing of it in a spirit of gladness and gratitude there will come, to many, new thought and a quickening to a richer life of sympathy with unselfish toilers, living and dead; who have striven and are striving, through failure and success, with generous purpose to bless their kind, It is the curse of the age that men are not thoughtful or grateful, but selfish and "of the earth earthy." The influence of a movement like this is to bring us into a better appreciation of and more grateful regard for those to whom we owe much—everything almost—and so to make us better men and women, and therefore better teachers.

In this connection we recall a letter

from State Supt. Waller, written towards the close of the Dr. Higbee Memorial work, in which, after visiting Institutes for three or four months, he said: "The more I see of the results of the movement the more important does it appear. You have made Doctor Higbee far better known in many quarters than he was when living, and by leading to a money investment you have induced many to contemplate a lofty character to their lasting benefit. In other words, your work has been infinitely more than merely a loving tribute, an expression of the heart—it has been strictly educational in the truest sense." A like result is hoped for from the Dr. Burrowes Memorial.

GROSS ERRORS IN FIGURES.

PERCENTAGE OF ATTENDANCE AT HIGH SCHOOLS.

HOW figures are unintentionally made to lie, is illustrated in one of the current statements in regard to high schools. It is customary to compare the number of pupils in the high school with the total enrollment of the district from which it draws its patronage, and to accept this ratio as indicating the percentage of pupils who get instruction beyond the common branches. Thus, if one-twentieth of the daily attendance is found in the high school, it is said that only five per cent. advance beyond the grammar grade, and that the remaining ninety-five per cent. never get the benefit of high school instruction. Leading professors in our colleges and other educators of note have helped to spread this fallacy, simply because they have never carefully examined this phase of statistics. Not a little harm is done the cause of secondary education by such mistaken statements, because they make it appear as if the maintenance of the high school involved "the education of the classes at the expense of the masses."

To show the error in this use of statistics, let us take an ideal case which can, of course, never be realized, but one whose simplicity divests the problem of all complicated conditions. Let us suppose that in a certain community one hundred pupils enter the lowest grade every year, that the high school course embraces three years and the courses in the lower grades nine years, and that by reason of good health, good teaching and good fortune, not one pupil drops out of school before the high school course is completed. In this ideal community the high school will enroll three hundred, the lower grades nine hundred, and the total enrollment will be twelve hundred. In other words, twenty-five per cent. are in the high school. Does this correctly indicate the percentage of pupils who avail themselves of the advantages of the high school? Does the ratio of pupils in the high school to the total enrollment show that three-fourths of the children never advance beyond the grammar school? One condition of the problem was that every child who enters school is ultimately graduated from the high school.

Fortunately, the annual report of the schools of one Commonwealth gives us exact data. In the State of Massachusetts, where the maintenance of high schools is obligatory in 164 towns, and where 255 such schools are in actual operation, the attendance upon them is 30,540 and the ratio of their membership to the entire school enrollment is 7.6 per cent. This ratio does not indicate the proportion of school children who pursue their studies beyond the elementary schools. On the supposition of a three years' course in the high school, and a twelve years' course in all the schools, to obtain the approximate ratio of actual attendants upon the high schools to the entire school population 7.6 per cent should be multiplied by 4, which gives 30.4 per cent—a result which shows how important a place the high school fills in the entire school system. "The value of a good high school," says Secretary Hill, "to its pupils, to the community, to the schools below and to the schools above, can not be easily over-rated. It has become customary for people in their public utterances, even when they have been strong advocates of the most liberal high school policy, to speak of high schools as an inconsiderable part of our school system, since, as they say, but a small percentage of the school population (about seven per cent.) ever enter the high school. Presidents of colleges, members of School Boards, editors of the public press—all these have unwittingly given more or less currency to this error. The fact is, at least in Massachusetts, that it is about seven per cent. of the school population that enters the high school, but on an average, twenty-five to thirty per cent.

and in many of our old and typical New England communities, the per cent. rises as high as forty or even fifty."

The time has come when the teachers of our Pennsylvania high schools should correct a similar error in the public mind. A careful study of the school statistics of any one of our cities or boroughs will reveal the fact that the high school constitutes a far more important part of the school system than even its most ardent advocates have generally supposed.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, *October*, 1895.

THE last edition of "School Laws and Decisions," that of 1894, is entirely exhausted. Requests for copies of the same cannot therefore be complied with until after the new edition is printed, which will not be before January, 1896.

COMMISSIONS ISSUED.

THE following commissions have been issued by the Department of Public Instruction:

Supt. W. L. Greene, Du Bois, September 12th, 1895, to fill the vacancy caused by the resignation of Supt. C. P. Garrison.

Supt. Thomas F. Kane, city of New Castle, September 21st, to fill the vacancy caused by the resignation of Supt. W. J. Shearer.

Supt. A. J. LaBarre, South Easton borough, September 21st, to fill the vacancy caused by the resignation of Supt. S. E. Shull, who goes to Perth Amboy, New Jersey.

COLLEGE GRADUATES.

THE following State Teachers' Certificates have recently been issued to College Graduates. Where no date is found it is that last given, which is not repeated with each name.

158. Robert S. Orr, Allegheny City, Allegheny county, Washington and Jefferson college, July 26, 1895.
159. Geo. H. McCay, Grove City, Mercer county, Grove City college.
160. W. E. Borger, Sewickley, Allegheny county, Grove City college.
161. E. H. Knoch, Saxonburg, Butler county, Grove City college.
162. Anna Keast, New Castle, Lawrence county, Grove City college.
163. Elda C. Hugue, Grove City, Mercer county, Grove City college.
164. Byron C. Hovis, Bullion, Venango county, Grove City college.
165. Rose Irwin, Ebenezer, Indiana county, Grove City college.
166. Geo. P. Atwell, Big Bend, Venango county, Grove City college.
167. J. F. Johnston, Enon, Lawrence county, Mount Union college, July 29th.
168. Frank Goldey Sigman, Easton, Northampton county, Lafayette college.
169. Geo. W. Mitchell, Newport, Perry county, Dickinson college.
170. Lizzie May Allis, Mansfield, Tioga county, Elmira Female college.
171. G. B. Lewis, Washington, Washington county, Waynesburg college.
172. Chas. T. Moore, McCleary, Beaver county, Geneva college, July 30th.
173. Wesley S. Mays, Grove City, Mercer county, Grove City college.
174. Herman U. Davis, Woodlawn, Beaver county, Grove City college.
175. Martin L. Walter, Natrona, Allegheny county, Grove City college.
176. James R. Evans, Linfield, Montgomery county, Franklin and Marshall college.
177. Wharten Albert Kline, Collegeville, Montgomery county, Ursinus college.
178. S. R. McClure, Braddock, Allegheny county, Grove City college, August 7th.
179. Edwin M. Hartman, Applebachville, Bucks county, Franklin and Marshall college, August 17th.
180. William F. Ziegler, Spring Mills, Centre county, Franklin and Marshall college.
181. J. M. Roberts, Ash Tree, Greene county, Waynesburg college.
182. Anna M. Thompson, Greenville, Mercer county, Grove City college.
183. H. J. Lensner, Saxonburg, Butler county, Grove City college.
184. Hannah Bell McCleary, Buena Vista, Allegheny county, Grove City college.
185. Alice Neal, New Bedford, Lawrence county, Grove City college, August 28th.
186. N. M. Crowe, DeHaven, Allegheny county, Westminster college.
187. W. Grant Kintigh, Mt. Pleasant, Westmoreland county, Otterbein University.
188. E. J. Robinson, Tidioute, Warren county, Grove City college.
189. Jean Frey, Meadville, Crawford county, Allegheny college.
190. S. M. Meals, Emlenton, Venango county, Grove City college, September 13th.
191. W. W. Deatrick, Kutztown, Berks county, Mercersburg college.
192. Harrison E. Moyer, Sassamanville, Montgomery county, Muhlenberg college.
193. Thomas A. Kimes, Wheatland, Mercer county, Grove City college, Sept. 17th.
194. Abraham H. Shank, Chambersburg, Franklin county, Lebanon Valley college.

COUNTY TEACHERS' INSTITUTES.

THE following is the list of the Annual County Institutes yet to be held in Pennsylvania for the year 1895:

Berks	Reading	Sept. 23.
Lawrence	NewWilmington	Oct. 7.
Elk	Ridgway	Oct. 14.
Greene	Waynesburg	Oct. 14.
McKean	Smethport	Oct. 14.
Columbia	Bloomsburg	Oct. 21.
Lehigh	Allentown	Oct. 21.
Luzerne	Wilkes-Barre	Oct. 21.
Northampton	Easton	Oct. 21.
Susquehanna	Montrose	Oct. 21.
Bucks	Doylestown	Oct. 28.
Delaware	Media	Oct. 28.
Lackawanna	Scranton	Oct. 28.
Montgomery	Norristown	Oct. 28.
Potter	Coudersport	Oct. 28.
Tioga	Wellsboro'	Oct. 28.
Chester	West Chester	Nov. 4.
Dauphin	Harrisburg	Nov. 11.
Franklin	Chambersburg	Nov. 11.
Huntingdon	Huntingdon	Nov. 11.
Lancaster	Lancaster	Nov. 11.
Perry	New Bloomfield	Nov. 11.
Schuylkill	Pottsville	Nov. 11.
Juniata	Mifflintown	Nov. 18.
Lebanon	Lebanon	Nov. 18.
Mifflin	Lewistown	Nov. 18.
Monroe	Stroudsburg	Nov. 18.
Pike	Milford	Nov. 18.
Wayne	Honesdale	Nov. 18.
Adams	Gettysburg	Nov. 25.
Cambria	Ebensburg	Nov. 25.
Somerset	Somerset	Nov. 25.
Venango	Franklin	Nov. 25.
Washington	Washington	Nov. 25.
York	York	Nov. 25.
Carbon	Mauch Chunk	Dec. 2.
Cumberland	Carlisle	Dec. 2.
Snyder	Middleburg	Dec. 2.
Bedford	Bedford	Dec. 16.
Blair	Hollidaysburg	Dec. 16.
Bradford	Towanda	Dec. 16.
Butler	Butler	Dec. 16.
Centre	Bellefonte	Dec. 16.
Clarion	Clarion	Dec. 16.
Clearfield	Clearfield	Dec. 16.
Clinton	Lock Haven	Dec. 16.
Erie	Erie	Dec. 16.
Fayette	Uniontown	Dec. 16.
Lycoming	Muncy	Dec. 16.
Montour	Danville	Dec. 16.
Northumberland	Sunbury	Dec. 16.
Warren	Warren	Dec. 16.
Westmoreland	Greensburg	Dec. 16.
Wyoming	Tunkhannock	Dec. 16.
Armstrong	Kittanning	Dec. 23.
Fulton	McConnellsburg	Dec. 23.
Indiana	Indiana	Dec. 23.
Jefferson	Brookville	Dec. 23.
Beaver	Beaver	Dec. 30.
Crawford	Meadville	Dec. 30.
Forest	Tionesta	Dec. 30.
Sullivan	Du Shore	Dec. 30.
Union	Lewisburg	Dec. 30.
Cameron	Emporium	———

City Institutes.—Scranton, Oct. 21; Williamsport, December 16.

ITEMS FROM REPORTS.

ARMSTRONG—Supt. Jackson: Th strong County Directors' Associat ganized at the last county institute regular meeting in the court house tanning, August 15th. The meeti well attended. The subject of scho days was ably discussed by Dr. Arm Noah Rupert, and Rev. Mr. Tressler Frederick made an able address in Township High school. The next r will be held during the sessions Institute.

BEDFORD—Supt. Potts: There ha in progress more local normal sch the county than in former years *School Journal* is spoken of very hi those who take it. It is certainly educational monthly, and should b hands of many who do not now read the leading schools of the county ar In some districts the pay has go whilst in a few—we are sorry to hav cord it—it has gone down.

BLAIR—Supt. Wertz: The teachers inations have been well attended patrons, which is an encouraging inc of interest in the public schools. cants for schools are numerous, an work at the examinations reveals an tional growth. Directors are using select the best teaching talent av The outlook for the coming school encouraging. The Teachers' and tors' Association of Altoona an counties held its fourth annual mee Lakemont, August 17. There was attendance on the part of teachers an tors. Mr. B. M. Bunker, of Altoo cussed the Support of Teachers by tors in a very satisfactory manner. C. Schaeffer delighted and instruc audience by two able addresses advantages of Township High Scho the Importance of Moral Training Public Schools. These addresses w only highly appreciated but left his in a thoughtful mood, which we h doubt will result in much good schools of our county. The increa tendance at this meeting is proof of ing interest in educational affairs our people. Our prospects for a su school year are encouraging.

CAMBRIA - Supt. Leech: Patton i ing an addition to its school-house finished it will be one of the fines room buildings in the county. Spa erecting a modern four-room frame b Daisytown has completed a two-room Croyle is building a two-room h Ehrenfeld. Adams has built at Dur Upper Goder at Ben's Creek. The fo districts have increased the nun schools: Adams, one room; Cro Barnesboro, each two; South Fork, burg, Hastings and Patton, each on

CENTRE—Supt. Gramley: Duri

months of June and July, nearly all our public examinations were held; 230 applicants were examined, of which number over 100 were rejected; 120 were novices; 67 directors attended the examinations. We will have a surplus of about 45 teachers, in case all those that hold the higher grade certificates are employed. Very few districts will increase the teachers' wages or lengthen the school term.

CHESTER—Supt. Walton: A graded course of study was adopted this month in New Garden and Willistown townships. Two grammar schools were established in New Garden and in Willistown. In each case one year of the work done by the Township High Schools is added to the graded course. This is but another step added towards these much needed institutions, which should be within the reach of every pupil in the county.

CLEARFIELD.—The nineteen schools of Woodward township opened August 20th, for a nine months term, an increase of two months over former years.

CLINTON—Supt. Snyder: We have made an effort to raise our standard very materially this year. Out of 178 applicants for certificates, 96 were rejected. We still have too many teachers. We look forward with anxiety to the removal of the "3" from our certificates. It will effectually remove an element that succeed in passing the examination by that standard or impel them to make some progress.

FAYETTE—Supt. Porter: During the public examinations I examined 641 applicants, and granted 498 provisional certificates, 10 professionals, and refused 133 a provisional certificate. There is an increase of nineteen in the number of schools for the coming year. Houses have been built as follows: Connellsville, one—a large brick structure—making three fine school edifices, the just pride of that borough and the sure evidence of its progressive spirit. Connellsville township will occupy their splendid new building for the first time this term. This brick structure is a fitting monument to the public schools of that township. Dawson borough remodeled its schoolhouse by the addition of a new room, making it practically a new building. Dunbar township will open a new district and erect a building for the same. Georges township will have a new house of four rooms at Smithfield ready for occupancy at the opening of the fall term. Menallen is building a new house at Vance's Mill. North Union built a modern brick building of four rooms at Park Addition last year, and three new rooms at different points in the township the present year. Perry township built a new house at Wick Haven this summer. The directors sold the Washington schoolhouse with the intention of erecting a larger one to accommodate the rapidly-increasing population caused by the development of the coal fields. There is now a difference of opinion among the members of the Board as to the number of rooms necessary to accommodate the pupils. We trust that this difference will be reconciled, and that the Board will proceed at one to give the people the necessary accommodations. Uniontown has provided for the increase in the schools by fitting up the large hall in their fine school building.

FRANKLIN—Supt. Zumbro: The graded course of study has been adopted by every district except one. The teachers have all been elected, and everything seems in readiness for another year's work. New houses are being built in Green, Montgomery, Fannett, Peters, Metal, and St. Thomas districts. Three of these will be used for graded schools.

FULTON—Supt. Chestnut: There will be a graded school in Brush Creek. Union and Belfast will each build a new house. Tod needs two. There has been a great deal of discussion of school matters during the last six months, and good will result from it. People are thinking. Teachers are striving as never before. I look for a much better year's work than the last.

GREENE—Supt. Stewart: Just before the opening of most of our schools, educational meetings were held at five points so located as to be easily reached by most of our teachers. The following objects were kept in view: 1. To discuss subjects that should be considered just before the opening of the term; 2. To secure closer coöperation among teachers, directors, and citizens; 3. To interest the people generally and get a full attendance at the opening of the term. Supt. Berkey, of Somerset county, was with us during the week and gave valuable instruction, which was highly appreciated by the teachers and people. The meetings were all well attended and much interest was manifested. The following subjects were discussed: 1. Getting ready to begin school—discussed with reference to pupils, parents, superintendent, directors and teachers; 2. How to economize time and prevent confusion in the distribution of "supplies" and text-books; 3. First day in school; 4. School tactics: Is there need of uniformity? use and abuse of the bell; 5. The permanent organization: seating, intermissions, classification, etc.; 6. Course of study and programme; 7. How the Compulsory Law may be made useful to the schools of Greene county; 8. Why we educate; 9. Barriers to success; those that cannot be removed, those that can. How? 10. Looking ahead, planning the winter's work; 11. May better work be done in our schools this winter than ever before? How?

HUNTINGDON—Supt. Rudy: Three new school-houses are in course of erection. Two of them are substantial brick buildings. A new district has been formed from parts of Franklin and Morris townships, to be known as Spruce Creek township. A new two-room building will be erected next year and two graded schools established.

LEBANON—Supt. Snoke: The leading events of July were the meeting of the State Teachers' Association and the fourth annual assembly of the Pennsylvania Chautauqua, both at Mt. Gretna. Our teachers deserve praise for the support they gave the former. The sessions of the latter should have been better attended by our educational classes. The work was of a very superior character. Jackson district is erecting a four-room building in Myerstown.

LYCOMING — Supt. Becht: The High School of Jersey Shore borough graduated its first class under the new course of study. The graduates, ten in number, acquitted themselves in a manner creditable to the institution and themselves. Prof. Furst, who has charge of the school, is an earnest and conscientious worker, and has given his best efforts to building up a splendid system of schools. The semi-annual meeting of the County Directors' Association convened in the U. S. Court Room in Williamsport, June 1st. Two sessions were held. Dr. J. F. Fleming presided, and W. W. Champion acted as secretary. Among the questions discussed were the following: The Care of School Books and Apparatus; the Necessity of Supplying Supplementary Text Books; the Compulsory School Law. At the afternoon session Dr. N. C. Schaeffer delivered an interesting and instructive address to the directors assembled on "The Duties and Responsibilities of School Directors."

MIFFLIN—Supt. Cooper: Our summer Normal class was held at Reedsville. Prof. W. W. Deatrick, of Kutztown Normal, and Prof. Kennedy, principal of the Lewistown public schools, did excellent work as instructors. My own work was without compensation. The class was a good one, consisting of 40 ladies and 42 gentlemen. At our annual examinations, 121 applicants were examined and 96 legal certificates issued. Prof. Auman, ex-Supt. of Juniata county, will teach at Burnham.

MONROE—Supt. Serfass: A revised course of studies has been adopted by the School Board of Stroudsburg. The grade of the grammar school has been raised and the following studies added to the High School: higher arithmetic, Greek or botany, Virgil, higher algebra, Xenophon's Anabasis or natural philosophy, and English literature. With these additional studies, together with that thoroughness characteristic of the past, the high school of Stroudsburg will rank among the most efficient of its class in the State.

NORTHAMPTON — Supt. Hoch: Eighteen examinations were held in the county, attended by 216 applicants, of whom 162 received certificates. All our schools are supplied with teachers.

NORTHUMBERLAND — Supt. Shipman: There were 225 provisional certificates issued this year. The average ability of the applicants was above that of last year; improvement was especially noticeable in methods and general training for school-room work. Lower Mahanoy, Jordan, and Washington have adopted a series of music books for use in the schools. Three of the Trevorton schools opened August 5, and all of the Mt. Carmel Township schools August 12th, for term of ten months. The two-room brick building at Montandon has had a new roof put on it and been otherwise repaired. Upper Augusta purchased Monroe's Reading Charts for each school. Cameron township placed a combined Arithmetic and Grammar chart in its schools. We have arranged to hold a series of seven teachers' meetings, most of them before schools open. The objects of these meetings are: 1. To try to arrive at some definite outline of work for the coming year; 2. To introduce pupil's monthly report cards, where not already in use; 3. To arrange for the holding of Local Institutes; 4. To advocate the teaching of local geography and local history.

PERRY—Supt. Arnold: Nineteen public examinations were held during June and July, and 155 provisional certificates issued. These, with the high grade certificates held by teachers in the county, are more than sufficient to fill our schools. The examinations were more thorough and searching than heretofore, and consequently the number of applicants rejected was greater than last year. It is hoped that our teaching force will thus be improved. A number of new school-houses are in course of erection. The building at Millerstown has been greatly improved and fully supplied with patent furniture. On account of the crowded condition of the schools, a two-room brick building will be erected at Marysville and one new school organized.

SNYDER—Supt. Bowersox; Eighty-nine teachers and prospective teachers attended our Normal School. Prof. I. L. Herman, Drs. A. E. Gobble, P. Hermand, and Prof. Wm. Noetling rendered excellent assistance. Instruction in method and government was our chief aim, and we believe that greater enthusiasm and love for the teacher's work, and skill in the profession, will be manifested by those who attended the sessions of the Normal than would have been the case otherwise. Prof. Schroyer has again been selected as Principal of the Selinsgrove schools. Arrangements are being made to revise the course of study in the Selinsgrove district, and it is to be hoped they will be successfully carried out, as great improvement can be made therein by the proper effort of teachers and directors.

TIOGA—Supt. Raesly: There has been a change of principals in some of the boroughs schools, as follows: Miss Laura Cass g[illegible] to Fall Brook, Mr. H. F. Walker to Blossburg, Mr. A. U. Deming to Covington, [illegible] Hugh Sherwood to Mansfield, and [illegible] George B. Strait to Knoxville. Prof. A. [illegible] Hitchcock, who was for many years principal of the Knoxville schools, has quit te[illegible]

ing to engage in the insurance business. Mansfield will employ but two teachers this year, as all grades under what was known as the high school will be taught in the Model School department of the Normal School. During the summer new houses have been built in Delmar, Middlebury, and Rutland. There have been more applicants for schools than usual, which fact, in connection with the stringency of the times, has induced several districts to reduce salaries.

WESTMORELAND — Supt. Ulerich: The total number of applicants for certificates was 835. Of this number we rejected 252. On the whole our teachers did much better work on examination this year than during the other two years of my term of office. This is easily explained from the fact that 96 per cent. of all persons examined attended school somewhere during the summer. About 150 of our teachers were in attendance at Normal schools of the State. The teachers for the coming year have all been elected, and our number will be increased about 30 in the entire county. The prospects for a successful year are very encouraging.

FOSTER TWP.—The Board adopted one set of relief maps to be used at our District Institute, which will be held once a month. Five new outhouses have been built, and all the others repaired.

HAZLETON—Supt. Harman: The Controllers have been spending money prudently but generously in repairs, books and apparatus. Each year of late finds us better equipped to do successful work.

HAZLE TWP. (Luzerne Co.)—Supt. Mulhall: A new two-room building has been completed on the Diamond Addition. Our schools opened August 19th. An increased attendance, especially in the primary grades, was noticeable. If the law enforcing the attendance of pupils who are now out of school goes into effect, it will certainly become a very difficult matter to accommodate all of them.

MIDDLETON—Supt. Weber: Without enforcing the Compulsory Law we are necessitated to open two more schools for the accommodation of the pupils. Our enrollment the first week was 105 more than the previous year. Indications are favorable for a very successful year. Seven of the ten boys of the class of '95 are entering a Normal School or College this fall. One of the ten was buried last week, leaving nine, of whom seven will receive higher training. The Pollard Synthetic Reading and Spelling is adopted for use in our schools and a special teacher is employed to give the necessary instruction to our teachers.

NEWPORT TWP. (Luzerne Co.) — Supt. Dewey: Several events of recent date show that the School Directors of this township are alive to the best interests of the schools. A two-room addition is being built at Alden and at Glen Lyon. Another room will be used in Wanamie as soon as it can be fitted up. At a recent meeting the Board ordered *The School Journal* for each member. At the next meeting, twenty-one copies were ordered for the teachers. Several sets of English Classics have been adopted as supplementary reading. A meeting of teachers was held on August 31, for re-organization of the Institute and for instructions in Drawing by the supervisor. The teachers have subscribed for "Educational Foundations;" and will use it as a basis for professional study during the year. They have also unanimously agreed to contribute at least twenty-five cents each towards the proposed Dr. Thomas H. Burrowes Memorial Fund. The Executive Committee reported the following programme for the next meeting, September 28th: 1. Devotional exercises; 2. "Educational Foundations;" 3. Instrumental solo by Miss Alice Richards; 4. Selection to be read from *The Pennsylvania School Jonrnal* by Mr. Houseknecht; 5. An Octet: Misses Stair, Davis, Keiser, Richards, and Messrs. Houseknecht, Stair, Evans, and Dewey; 6. Talk on some educational subject by Mr. Coxe.

SHENANDOAH — Supt. Whitaker: Our schools opened August 22d. The attendance so far has been the largest in our history. We have just opened a beautiful four-room building which cost upwards of $13,000. It is finely constructed and finished throughout, and has the Smead Heating and Ventilating System. The rooms are very convenient and attractive, and are supplied with good furniture, blackboard surface and apparatus. New furniture has been placed in one room in one of our old buildings, and in other rooms the desks have been repaired and varnished. Much work has been done during vacation on our buildings and grounds, and their condition as regards repairs and cleanliness is exellent. Our Board have renewed their subscription to *The School Journal* both for themselves and all our teachers. Since *The Journal* is being read by our School Directors and teachers they have a more intelligent knowledge of school matters, and take more interest in educational affairs both local and general.

STEELTON—Supt. McGinnes: Five new teachers were elected for the ensuing term, three of them to fill vacancies and the remainder to take charge of new positions. Of this number one is a college graduate, three are Normal School graduates, and one a graduate from the public schools.

WILLIAMSPORT — Supt. Transeau: Our school term began August 26th, with an enrollment of 4.129 pupils. This is the largest enrollment we have ever had during the first week of school. We now have 103 teachers and three paid substitutes, whose entire time is to be spent in the schools, and when a vacancy occurs in the corps of teachers one of the three is to be elected to fill the vacancy. This arrangement will give us, in case of a vacancy, a teacher who has some experience and knowledge of teaching.

CARE OF THE VOICE.—Mr. Eichberg, Supervisor of Music in the public schools of Boston, gives the following caution, which is well worth heeding. He says: The age of most of the pupils in the high schools renders extreme caution in the treatment of their voices a duty and a sacred obligation. The common belief that boys' voices alone require especial care during the period of transition has led to much loss of voice and of health. Just as important, if less striking, changes occur in the nature and 'timbre' of the female voice. I am convinced that the voice of a girl from twelve to seventeen years of age requires all the more careful management from the very fact that, not suffering, like a boy, from an almost absolute impossibility to sing, she is likely to over-exert herself, to the lasting injury of both health and voice. When teachers are better acquainted with these physiological facts, they will understand the necessity of not sacrificing such young—such temporarily "diseased" voices—to the

DO THEY THINK OF ME AT HOME?

J. E. CARPENTER.
CHAS. W. GLOVER.

Do they think of me at home, Do they ev - er think of me? I who
Do they think of me at eve? Of the songs I used to sing? Is the
Do they think of how I loved In my hap - py, ear - ly days? Do they

shared their ev - 'ry grief, I who min-gled in their glee? Have their hearts grown cold and
harp I struck untouch'd, Does a stranger wake the string? Will no kind for - giv - ing
think of him who came, But could nev - er win their praise? I am hap - py by his

strange To the one now doom'd to roam, I would give the world to know,—"Do they
word Come a-cross the rag - ing foam? Shall I nev - er cease to sigh,— "Do they
side, And from mine he'll nev - er roam, But my heart will sad - ly ask,— "Do they

think of me at home?" I would give the world to know, "Do they think of me at home?"
think of me at home?" Shall I nev - er cease to sigh, "Do they think of me at home?"
think of me at home?" But my heart will sad - ly ask, "Do they think of me at home?"

desire of exhibiting and showing off their classes. Another frightful cause of injury proceeds from the desire of many female pupils always to sing the highest part—the first soprano. It is with them "*Aut Cæsar, aut nullus.*" Periodical examination of the pupils' voices, by the teacher, has seemed to me the only safe course in order to remedy this evil. In Jenny Lind's younger days, it is related that she applied for instructions to Garcia, the great teacher of vocal music in Paris. He heard her sing, and then told her her voice was gone, that she must not sing a note for a year, and return to him at the end of that time, and in the meantime improve her health. She faithfully complied with these directions, and came back to Garcia at the appointed time. Rest at a critical period, had restored her voice, to her own delight and to the gratification of her master. From that moment a grand career was open before her, which has made her name a "household word" in two continents.

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THE WONDERFUL STRUCTURE OF THE HUMAN EAR.

BY PROF. GEORGE WILSON.

THE second of the Gateways of Wisdom is the ear. The organ or instrument of hearing is in all its most important parts so hidden within the head, that we can not perceive its construction by a mere external inspection. What in ordinary language we call the ear, is only the outer porch or entrance-vestibule of a curious series of intricate, winding passages which, like the lobbies of a great building, lead from the outer air into the inner chambers. Certain of those passages are full of air; others are full of liquid; and membranes are stretched like parchment curtains across the corridors at different places, which can be thrown into vibration, or made to tremble, as the head of a drum or the surface of a tambourine does when struck with a stick or the fingers. Between two of these parchment-like curtains a chain of very small bones extends, which serves to tighten or relax these membranes, and to communicate vibrations to them. In the innermost place of all, rows of fine threads, called nerves, stretch like the strings of a piano from the last points to which the tremblings or thrillings reach, and pass inwards to the brain. If these threads or nerves are destroyed, the power of hearing as infallibly departs as the power to give out sound is lost by a piano or violin when its strings are broken.

Without attempting to enter more minutely into a description of the ear, it may now be stated that in order to produce sound, a solid, a liquid, or a gas, such as air, must in the first place be thrown into vibration. We have an example of a solid body giving a sound, when a bell produces a musical note on being struck; of a liquid, in the dash of a waterfall, or the breaking of the waves; and of air, in the firing of a cannon, or the blast of a trumpet. Sounds once produced travel along solid bodies, or through liquids, or through the air, the last being the great conveyor or conductor of sounds.

The human ear avails itself of all these modes of carrying sound; thus the walls of the skull, like the metal of a bell, convey sounds inwards to the nerves of hearing; whilst within the winding canals referred to is enclosed a volume of liquid, which pulsates and undulates as the sea does when struck by a paddle-wheel or the blade of an oar. Lastly, two chambers divided from each other by a membrane, the one leading to the external ear, the other opening into the mouth, are filled with air, which can be thrown into vibration. We may thus fitly compare the organ of hearing, considered as a whole, to a musical glass, *i. e.* a thin glass tumbler containing a little water. If the glass be struck a sound is emitted, during which not only the solid wall of

the tumbler, but the liquid in it, and the air above it, all tremble or vibrate together, and spread the sound. All this is occurring every moment in our ears; and as a final result of these complex thrillings, the nerves, which I likened to the piano strings, convey an impression inwards to the brain, and in consequence of this we hear.

We know far less, however, of the ear than of the eye. The eye is a single chamber open to the light, and we can see into it, and observe what happens there. But the ear is many-chambered, and its winding tunnels traversing the rock-like bones of the skull, are narrow, and hidden from us as the dungeons of a castle are; like which, also, they are totally dark. Thus much, however, we know, that it is in the innermost recesses of these unilluminated ivory vaults, that the mind is made conscious of sound. Into these gloomy cells, as into the bright chamber of the eye, the soul is ever passing and asking for news from the world without; and ever and anon, as of old in hidden subterranean caverns where men listened in silence and darkness to the utterance of oracles, reverberations echo along the resounding walls, and responses come to the waiting spirit, whilst the world lifts up its voice and speaks to the soul. The sound is that of a hushed voice, a low but clear whisper; for, as it is but a dim shadow of the outer world we see, so it is but a faint echo of the outer world we hear.

Such then, is the ear; and it is in some respects a more human organ than the eye, for it is the counterpart of the human voice; and it is a sorer affliction to be cut off from listening to the tongues of our fellow-men, than it is to be blinded to the sights on which they gaze.

Those who are born or early become deaf, are far more isolated all their lives from their hearing neighbors, than the blind are from those who see. The blind as a class are lively and cheerful; the deaf are shy and melancholy, often morose and suspicious; and naturally so, for our interest in each other far exceeds, and ought to exceed, our interest in the world, and from all this human sympathy the deaf are almost totally cut off; whilst the blind, excused from many duties which the seeing only can discharge, are peculiarly free to indulge in gossip with their more favored neighbors, and can largely exchange opinions with them. Moreover the blind can scarcely fail to find their own tastes suited in some portion of the talk of their neighbors, and may thus gratify their inclinations to a considerable extent. Whilst the deaf, unless they have a great aptitude for such occupations as employ the eye and the hand, are far more narrowed in their circle of studies, and much more solitary than the blind. No one has illustrated this so touchingly as Dr. Kitto in his striking book on the "Lost Senses," when referring to his never having heard the voices of his children: "If there be any one thing arising out of my condition which more than any other fills my heart with grief, it is *this:* it is to see their blessed lips in motion, and to *hear* them not; and to witness others moved to smiles and kisses by the sweet peculiarities of infantile speech which are incommunicable to me, and which pass by me like the idle wind."

And a similar difference appears, though to a less extent, between those who have lost sight and those who have lost hearing, after having enjoyed them. Milton, in one of the noblest passages of Paradise Lost, bewails his blindness; but in a passage still nobler, he rejoices at what is left to him. I need not quote these passages in full to you, or recall those two sonnets unsurpassed in our language, in the one of which he answers the question he has raised,

"Does God exact day-labor, Light denied?"

and in the other tells his friend that though his eyes

"Their seeing have forgot;
Nor to their idle orbs doth sight appear
Of sun, or moon, or star, throughout the year,
Or man or woman. Yet I argue not
Against Heaven's hand or will, nor bate a jot
Of heart or hope; but still bear up and steer
Right onward."

Contrast with Milton an equally great genius, Beethoven the musician, who in the prime of life had the misfortune to lose his hearing, and could find almost no alleviation of his misery in gratifying the senses which remained. Gloom, anguish, and often the blackest despair darkened all his later years onwards to the tomb. No doubt, as men they were very differently constituted. Milton was a man of serenely cheerful, versatile temperament, and of unusual mental culture, so that he had many things to fall back upon in the way of work and pleasure; and in spite of his blindness, he could

gratify to the full his passionate love of music, and sing his immortal song; moreover he was full of faith and trust in God.

Beethoven, on the other hand, was wayward, irritable, and fitful in temper, and, even before his deafness came on, afflicted with gloom. Music was the one and only art for which he cared, and in its solitary channel he poured forth all his soul. He had thus no other outlet for his genius; and his religious faith (I do not refer to his doctrinal belief, which was that of the Church of Rome, but to his personal trust in a Saviour) was not strong.

But conceding all this, those two mighty masters may be fitly regarded as furnishing characteristic examples of the relative severity of blindness and deafness, when they befall those who once saw and heard. We should every one of us, I suppose, prefer the lot of Milton to that of Beethoven, and find it more easy to console a blind painter than a deaf musician. I speak thus because I presume it is a matter of universal experience, that we can more easily and vividly recall and conceive sights, than we can recall and conceive sounds. It costs us no effort to summon before us, even though destitute of the painter's gifts, endless landscapes, cities or processions, and faces innumerable; but even rarely endowed musicians can mentally reproduce few, comparatively, of the melodies or harmonies they know, if debarred from uttering them vocally, or through some instrument. We may test this point by the experience of our dreams.

If I mistake not, though I would not speak dogmatically on this point, we never fully dream a sound. Coleridge in his "Kubla Khan" declares—

> "A damsel with a dulcimer
> In a vision once I saw:
> It was an Abyssinian maid,
> And on her dulcimer she played,
> Singing of Mount Abora."

But this was the visionary vision of a poet; in dreams, I imagine, we hear no sounds, unless it be those of the world without. We carry on many conversations, and marvellous things are told us; but these, like our waking communings with ourselves, and mental hummings of tunes, are uttered by voiceless lips in speechless tongue. Dreamland is a silent land, and all the dwellers in it are deaf and dumb.

How different is it with sight! No objects beheld by our waking eyes impress us so vividly as the splendid and awful dissolving views which pass before us in the visions of the night. So much is this the case, that when in daylight life we encounter some reality more startling, more joyful or terrible than most, we utter the strange paradox: "It can not be true; it must be a dream!" I infer from this that the Blind, who must dream or imagine all the sights which they see, are, *cæterius paribs*, more fortunate than the Deaf, who must dream the sounds which they hear. In the life of Niebuhr there is a striking description of the long and happy hours which his blind old father spent in recalling the striking scenes which in early life he had witnessed in the Holy Land and other eastern countries; and every child who looks into its pillow to see wonders there, could record a parallel experience; but I know of no corresponding fact in the history of the deaf. At all events, an active and joyous memory of sounds is rare among them. The ear is accordingly an organ which we can worse afford to lose than the eye; and one, therefore, which should be all the more cared for. It is still more susceptible of education than the eye, and can be educated more quickly.

Thus a love of music is much more frequent than a love of painting or sculpture; and you will reach the hearts and touch the feelings of the majority of mankind more quickly by singing them a song than by showing them a picture. In truth, the sensitiveness of the ear to melody and to harmony is so great that we not only seek to gratify it when bent upon recreation, but even in the midst of the hardest labor we gratify it if we can. Two carpenters planing the same piece of wood will move their planes alternately; so that, when one is pushing his forward, the other is drawing his back, thereby securing a recurrence of sounds, which, from their inequality, would be harsh if they were heard simultaneously. In the same way two paviors, driving in stones, bring down their mallets time about; and so do working engineers when they are forging a bar; and the smith, when he has dealt a succession of monotonous blows, relieves his ear by letting his hammer ring musically on the anvil; and I need not tell you how sailors, heaving the anchor or hoisting the sails, sing together in chorus; nor remind you that most serious of all hard work, fighting, is helped on by the drum and the trumpet.

This natural inclination of man toward music shows itself from the first. The infant's eye, we have seen, is aimless for a season; but its ear is alert from the beginning. It enters upon life with a cry, and its first sorrow, expressed in a sound, is soothed by the first sound of its mother's voice. One-half of a nurse's time, I suppose, is spent in singing; and baby, when not sleeping or drinking, is either making or hearing music.

Now is it not a thing to be deeply lamented, that the sensitive ears with which almost every one of us has been gifted by God, are so little educated, that they might as well be stuffed with tow, or plugged with lead, for any good use we make of them? To be sure we keep them sufficiently open to hear all the gossip about us, and can most of us tell when the cannons are firing; but as for training them to that exquisite sense of melody or harmony of which they are susceptible, how few do it!

Our national music is famous all the world over; our song-tunes and our psalm-tunes are listened to with delight in every clime. Yet how few can sing the ever-welcome songs of Burns; in how few churches will you hear psalm-singing that, as music, is other than a grief to an educated ear? This must be mended! Let every one so train, and educate, and fully develop the faculty of hearing that is in those ears of his, that he may listen with full delight and appreciation to the songs of birds, and the roar of the sea, the wailing of the winds, and the roll of the thunder; and may be able to cheer his soul and calm his heart by hearkening to the music of his fellow-men, and in turn rejoice their hearts by making music for them.

St. Paul says that none of the voices or sounds in the world are "without signification;" and you will find that for an appreciating ear, they all have exquisite meaning; how much, moreover, education can do for this organ I need not tell you. The subject is far too wide for discussion here; and I must only allude to it. The following points are worth our notice.

Although the ear has a greatly more limited range in space and time than the eye, it is in a very remarkable respect a more perfect instrument than the organ of sight. The eye can regard but a single object at a time, and must shift its glance from point to point when many objects are before it which it wishes to compare together. And when prosecuting this comparison, between, for example, two bodies, it has in reality but one imprinted on it, and compares the *perceived* image of this one with the *remembered* image of the other. This fact escapes us in ordinary vision, because the impression or shadow of a body on the retina remains for some time after the object is withdrawn from the sphere of sight—a fact of which we can easily assure ourselves by whirling before our eyes a lighted brand, when it appears, not a succession of flaming points, as it actually is when so whirled, but an unbroken circle of fire. And further, we do not, in looking about us, take notice of the constant motions of the eyeball which bring different objects within the sphere of vision. If, however, whilst looking at no larger surface than a printed page, we close one eye and lay the finger on it, whilst we read with the other, we can trace in the closed eye which follows the motions of the open one, how continually it shifts itself from point to point, and gazes successively at objects which we imagine it to see simultaneously.

It is otherwise with the ear. Although perfectly untutored, it can listen to many sounds at once, distinguish their difference, and compare them together. Every one must be conscious of this. The simplest two-part tune demands from its hearer the simultaneous perception of a bass and a treble note, which impress the ear at exactly the same moment, but are perfectly distinguished from each other. A piano-forte player executing such a tune, requires alternately to shift his eyes from the base to the treble line, for he can not see simultaneously the two notes as he can hear them; and every one may easily observe the contrasted power of the eye and the ear by trying to read simultaneously all the staves of a four-part song, whilst he is hearing it sung. Even an imperfect musical ear will without an effort distinguish each of the four voices singing different notes; whilst the most skilful eye can not read more than a note or a chord at a time. I suppose every one has noticed the contrast between the air of anxiety which musical performers wear, when playing from music, compared with the serene or exultant look which sits upon their faces when playing from memory or improvising. This applies even to the greatest musicians, and

can not be conquered by education; for no training will confer upon the eye powers similar to those which the ear possesses without any training.

Our conceptions of the domain of the ear are greatly exalted by a consideration of what has been stated, especially when we add the fact that not merely a two-part or a four-part song, but the most complex harmonies performed by the largest band, may be heard by a single ear. Picture to yourself the contrast between a great orchestra containing some hundred performers and instruments, and that small music-room of ivory, no bigger than a cherry-stone, which we call an ear, where there is ample accommodation for all of them to play together. The players, indeed, and their instruments, are not admitted. But what of that, if their music be? Nay, if you only think of it, what we call a musical performance, is, after all, but the last rehearsal. The true performance is within the ear's music-room, and each one of us has the whole orchestra to himself. When we thus realize the wondrous capabilities of the organ of hearing, I think we shall not fail to find an intellectual and æsthetical as well as a great moral admonition in the Divine words: "He that hath ears to hear, let him hear."

It is not necessary to enlarge upon the æsthetics of hearing. All great poets have been passionate lovers of music, and it has received due honor at their hands. Most of the great painters and sculptors have been lovers of music also, in this respect being more catholic than their brethren, the great musicians, who have often been totally indifferent to the arts which appeal to the eye; and double honor has thus been paid to the ear.

I will, therefore, refer only to three æsthetical aspects of hearing:—

1. Of all the senses it is the one which most readily and most largely lends itself to impassioned, emotional, or, as we otherwise name it, poetical or æsthetical feeling. The retiringness of the ear is one great cause of this. The mechanism of hearing does not obtrude itself. The conditions of sound are known only to a small fraction of mankind; and the great majority of us die without even faintly realizing that the chief vehicle of sound, the atmosphere, has any existence. Music thus comes to us we can not tell whence or how; and the less we are reminded of the mechanical or formal appliances by which an art appeals to our emotions, the more surely and profoundly are they stirred by it. The nostril is the only organ of sense that can compare with the ear in this respect, but its range is far more limited. The eye is much less fortunately circumstanced. The threads of the canvas, the shape and carving of the picture-frame, the string that suspends it, the nail on which it hangs, and the wall behind it, all disturb our delight at a picture, as the stains on a piece of marble, and the tarnish on bronze, do our delight at sculpture. The substantial material in which the painter and sculptor must work, continually, and often harshly, force themselves upon the fleshly sense, and conflict with the purely emotional appreciation of their works. But music is never more delightful than when listened to in utter darkness, without obtrusion of the music-paper, or instrument, or performer; and whilst we forget that we have ears, and are content to be living souls floating in a sea of melodious sound. To be awaked from sleep by delightful music, is to me the highest conceivable sensuous pleasure. A certain ethereality thus belongs preëminently to music, as it does in a lesser degree to fragrance. The most prosaic, formal and utilitarian of mankind, for whom no other fine art has any charms, acknowledge the attractions of music. Alone of all the arts, it has suffered nothing from the intensely scientific and strongly utilitarian temper of modern times; and even in the most faithless of recent epochs, music has thriven when every other æsthetic development was reduced to zero.

Whatever, accordingly, we envy the ancients, we need not envy them their music; they paid no such honor to the ear as we do; and it is remarkable that, at the deadest period of the last century, from the sleep of which nothing short of the French Revolution was sufficient to awake us, when only physical science was progressing, Handel and Haydn gave to us works which will be forgotten only when music of more amazing genius shall startle the world; and in unbroken succession from their day, Mozart, Beethoven, Weber, Rossini, Mendelssohn, Meyerbeer, and many more, have placed us, in the matter of music, in advance of all the earlier ages.

2. The peculiar ethereality of music is doubtless one of the reasons why we so

willingly believe that creatures of a higher order than ourselves are specially given to song; and accept, as most credible, the declaration that immortal beings find the only sufficient expression of their emotions in praise. It was a splendid theory of the ancient Pagan age that the whole visible heavens were melodious with a music which gifted ears were privileged to hear, when star sang to star, and constellations rejoiced together. And it is a still grander belief of modern Christian men, that within the invisible heavens angels "that excel in strength," and amazing human spirits, never cease their immortal song. But, apart from the sympathy which the imagination has with such a belief, it commends itself to our reason by an argument which none can disown, and which supplies the justification of that preëminent importance which, from the days of King David the Psalmist to our own, has been attached to the musical part of religious worship.

Music forms the universal language which, when all other languages were confounded, the confusion of Babel left unconfounded. The white man and the black man, the red man and the yellow man, can sing together, however difficult they may find it to talk to each other. And both sexes and all ages may thus express their emotions simultaneously; for in virtue of the power of the ear to distinguish, side by side, those differing but concordant notes which make up harmony, there is not only room but demand for all the qualities of voice which childhood, adolescence, maturity and old age supply.

If this apply to earthly music, how much more to heavenly! Though everything else in the future state may be dim and dark, and in all respects matter of faith or hope, not of vivid realization, this at least can be entered into, that all the children of Adam and Eve could unite in a common song. Of all the organs of the body, therefore, the ear is the one which, though for its present gratification it is beholden solely to the passing moment, can with the greatest confidence anticipate a wider domain hereafter.

3. In consonance with that home in eternity for which the ear expectantly waits, to it is promised the earliest participation in the life to come. This divinely authenticated fact appears to have made a profound impression on men of genius of all temperaments since the days of our Saviour's presence upon earth. Many of you must be familiar with that beautiful hymn of the Latin church, the "Dies Irae," in which the solemnities of the last judgment, and the sound of the trump of doom, are echoed in mournful music from the wailing lines. Sir Walter Scott translated this sacred song. Goethe has introduced a striking portion of it into the cathedral scene in Faust, where the Tempter assails Margaret. Martin Luther's hymn reads like an echo of it. After all, it is itself but the echo and paraphrase of passages in the New Testament, and Handel, when he composed the "Messiah," went to the original for those words which he has set to undying music. From these words we learn that the summons to the life to come will be addressed to the ear, and it first shall awake to the consciousness of a new existence; "for the trumpet shall sound, and the dead shall be raised incorruptible, and we shall be changed."

THE CHOICE OF A SCHOOL.

WHATEVER great events may be happening, whatever wars and rumors of wars agitate the public mind, there is one private interest which is perennial, and yields in importance to nothing else beneath the stars. The placing of children in school is second to no other obligation which parents face, and as the long summer holidays draw to their close, thoughtful heads of families consider gravely where the boys and girls shall go, what shall be their course of instruction, and to whose care and guardianship the youthful minds in their most receptive period shall be intrusted.

When the decision is simply to send son or daughter to the nearest public or private school which opens its inviting doors, the affair is simple. It gathers difficulty and becomes embarrassing when there is, first, hesitation between the comparative inducements offered by this or that school; second, when the parent, wisely forecasting the future, sees his boy already a collegian, and beyond that a man in full career amid life's activities, and realizes that success or failure for his entire period of existence on the earth may largely depend on the training received in the school-room.

The parent selecting a school should

keep in mind that the teachers are vastly more potential than the text-books and the teaching. Wanted, a man, a woman, should be the imperative cry of every home, when the thing in question is the impression to be made on character by the person before whom the pupils will sit. Children and young people are quicker than we sometimes think to detect falsehood and hypocrisy; they see with swift and intuitive discernment the man who is true, the woman who is noble, the teacher who is large-minded and sincere. Sometimes the men and women of a community during an entire generation are impressed for good by the strong and large and generous nature of an instructor. The teacher taught when he did not know he was teaching—taught as much by indirection as by intention.

In choosing a school much heed should be given to the associations children will form there. One likes to know that the children his sons and daughters will meet in the daily intercourse of the class-room are of the same refined and cultivated class from which he chooses his friends. Many connections continue in after-life of which the beginnings were laid in school days. Friendships which influence the household life of a dozen families for the better part of a century are traced back, on occasion, to the preparatory school attended by lads and lasses in their teens. One should not leave to accident or mere convenience of locality the associations which young people may find awaiting them at the summons of the school-room bell.

For this young girl it is best that the school chosen should be away from home, in the heart of the deep green country, where she may have fresh air, long nights of quiet sleep, few distractions, no temptations to prematurely enter society. For that shy sister or cousin a school in the immediate neighborhood, with studies at home under the mother's as well as the teacher's eye, is again the best that can be done. The best for a third is perhaps no regular school at all, but instead the resident or visiting governess, with masters coming and going, and studies taken up or dropped, not according to an arbitrary routine, but as may be found most suitable to the development of the girl's intellectual and physical powers.

The danger to be avoided in one case is over-crowding and excessive attention to study; in another, mental and bodily inertia must be combated. Most parents need constantly to watch themselves, lest in their own natural pride or innocently transparent vanity at the rapid unfolding of their children's minds, they fall into the error of stimulating too rapidly the qualities they admire in their children. It is often found that the very precocious infant becomes the commonplace lad. The brilliant student who carries off all the prizes either loses his balance and ends in clouded mental powers, or lapses into an inefficient and very ordinary sort of man.

One should never insist on keeping a sensitive child in the atmosphere of a school which is repellent and uncomfortable. A school may be found which, along with its other advantages, will confer happiness upon its pupils. No attainments in acquiring facts or learning conjugations and declensions can compensate a child if he is defrauded during the years between eight and sixteen of what should be youth's inalienable possession—contentment, daily enjoyment, keen and seldom ruffled happiness.—*Harper's Bazar.*

CHILDHOOD BRUTALIZED.

THE action of the Boston School Committee in voting to prohibit the practice of vivisection in the public schools is condemned as unnecessary in certain quarters, on the ground that vivisection has not been adopted here and is not likely to be adopted; but the friends of sound and wholesome education will be inclined to believe that the bar has been put up none too soon. In other large cities of this country teachers have taken it upon themselves to adopt vivisection for the purpose of instructing young pupils in the elements of anatomy and physiology; and where vivisection is not employed it is becoming the custom, far too often, to resort to the dissection of the bodies of dead animals for the same purpose.

There is such a thing as brutalizing the youthful mind. By dwelling upon the material aspects of life there is danger of crushing out that feeling of sympathy and wonder which is the bloom of childhood, and the source of all the multiform pleasures associated with the cultivation of the imaginative faculties.

A child naturally regards domestic

animals with something like a sense of comradeship. The dog, the cat, the horse, are to the children playmates and friends. Stories of the devotion of these members of the lower order of creation to their human companions are numerous and authentic. And to children the charm of living pets is no doubt largely due to the fact that they are endowed with the mystery of life. In them the child personifies his own thoughts and emotions. He asks that the pet be treated as he is treated; he fancies that he understands its language; he is happy if his pet is happy, and sorrowful if his pet is hurt or ill-used. Take this same child, with all his fresh and ingenuous sympathies active, into the schoolroom, and confront him with a demonstration upon the body of a puppy or a kitten, and what is the result? One of two things. Either he is irreparably wounded in his sensibilities and shocked into such utter loathing that the lesson, as a means of acquiring facts, is valueless; or his curiosity hardens his heart, and from that time on the child is lost in the devotee of science. If the child is naturally cruel, his disposition to cruelty is increased many fold. It will be hard to make him understand that vivisection may not be practiced outside of the schoolroom as well as in it, or that if his pet is merely a bundle of bones, muscles and nerves, it is anything more than a mechanical toy, or deserving of any more considerate treatment.

It is well that children should be taught at an early age the fundamental principles of hygiene, but colored plates and charts will supply all the details of physiology or anatomy that they need to know, and scientific instruction in these branches may with every advantage be postponed till the finer qualities of the mind and the appreciation of moral obligations have attained a fair degree of development. There is no such sacred object in the world as the mind of a young and innocent child, and those who would debase and brutalize its activities will have much to answer for.

The truth is that the movement to introduce vivisection, or at least dissection, into the schools, is part of the mistaken tendency in educational circles to hold that education consists in the acquirement of facts. To learn facts, to learn more facts, to learn as many facts as possible, at the expense of ideality and originality of thought—this is the apparent aim of modern scholastic instruction. By and by the world will see its mistake and realize that the true education is a fostering of the essential faculties of the individual. Then school committees will not be obliged to vote that in schools under their supervision vivisection shall not be practised.—*Boston Beacon.*

LESSONS OF KINDNESS TO ANIMALS.

BY NATHAN C. SCHAEFFER.

THE civilization of a people may be gauged by the respect which is shown to woman and by the influence she exerts upon social and domestic life. The lower the strata of society, the lower is her rank as compared with the stronger sex. Among savage nations she is the slave of her husband. The glorious days in which Cicero spoke and Virgil wrote, lose a portion of their glory in our eyes as soon as we learn that during those days a respectable matron could not show herself upon the streets of a provincial city unless she was borne upon the stout arms of German or Gallic slaves, whose business it was to defend her from insult and danger. But after the world witnessed the deeds of that band of pious women who lingered last around the Cross and came first to the open sepulchre on the morning of the resurrection, a gradual change came over men's minds; and now, instead of being regarded as an intruder upon the streets, she is hailed as an angel of mercy, dispensing blessings in her course. Even the brute creation is beginning to feel the benefit of her influence.

Some weeks ago two women called at the Department of Public Instruction on an errand of mercy. They wanted to know what could be done to teach the pupils in our public schools kindness to the lower orders of creation. In addition to the popular book entitled "Black Beauty," they recommended "Beautiful Joe" and "The Strike at Shane's," promising that the last two volumes should be mailed to the writer's home. To his surprise he found that as soon as the books arrived, they displaced every other kind of reading until the children old enough to read had finished both of the books. Those who have sat up into

the wee hours of the night, reading "Black Beauty," and occasionally shedding a tear of sympathy for a horse who tells his experiences, will be delighted to know that a similar service has been rendered to other members of the dumb brute creation in the books named above.

Human beings are naturally selfish. All the activities of childhood are at first directed to the gratification of self. Selfishness frequently leads to cruelty in the treatment of subordinates, be they servants or horses or other animals. Dr. Higbee was in the habit of saying that the problem of education is "to unsense the mind and to unself the will." Laboratory methods, however useful in their way, tend to bind the soul to forms of thinking, in which sense percepts and sense concepts exercise a predominating influence. The dissection of animals by quite young pupils tends to harden their hearts and to make them cruel in their treatment of insects and domestic animals. Vivisection has led to important discoveries in the hands of trained observers and skilled scientists; but when a fact or a truth has been established beyond a reasonable doubt it is surely unnecessary to continue the same line of experiments for the sake of mere illustration.

A callous heart is more to be dreaded than an obtuse intellect. Nor is it necessary that either of these should be developed by the methods of instruction pursued in the schools. In every branch of study many things must be taken on faith. In geography, for instance, what a multitude of facts must be taken on faith because they cannot be verified by travel and observation. This can do no harm to childhood, for in that period of life the faith-faculty is very active. The child accepts every statement as true, until it finds itself deceived by others. Pestalozzi boasted to the cultus-minister of Prussia, "I direct my children not to accept any statement unless they can prove it." The latter replied, "Then you cannot teach my children, for I desire them to regard me as their father, although neither you nor they can prove it."

The laboratory method, like every other good thing, can be terribly abused. It may be carried to ridiculous extremes. The Spartans made their helots drunk in order that the noble youths seeing the hideous spectacle of an intoxicated man might learn to abhor intemperance and to abstain from strong drink. In many instances experiment costs too much in time, or effort, or money; in other instances the results are vitiated by attendant circumstances which cannot be successfully eliminated except by the most skillful hand. It is easy to conceive of cases in which the gains are not worth the pains. Who for instance would advocate the taking of poisons for the purpose of exemplifying or proving their effects upon the human system? The gain does not counterbalance the dreadful consequences. Experimental methods in the dissection of beetles and bugs may do children an amount of harm for which the knowledge and mental habits gained thereby are in no sense a compensating equivalent.

Schopenhauer claims that man is one-third intellect and two-thirds will. If this be true, the unselfing of the will is far more essential in the training of a child than the unsensing of the mind. Now very many of the exercises at school necessarily cultivate the self-assertion of the will over against others. The rivalry for prizes and honors, for victory in sports and athletic contests, for the attainment of positions which only one can occupy, tends to promote selfishness, oftentimes unkindness and even cruelty. What can be done in the home and the school to counteract this tendency? Listen to the experience of Mrs. Morris in "Beautiful Joe." "When I was a young married woman," says she to Mrs. Montague, "going about the slums of New York with my husband, I used to come home and look at my two babies as they lay in their little cots, and say to him, 'What are we going to do to keep these children from selfishness—the curse of the world?'

"'Get them to do something for somebody outside of themselves,' he always said. And I have tried to act on that principle. Laura is naturally unselfish. With her tiny baby fingers, she would take food from her own mouth and put it into Jack's if we did not watch her. I never had any trouble with her. But the boys were born selfish, tiresomely, disgustingly selfish. They were good boys in many ways. As they grew older, they were respectful, obedient, they were not untidy, and not particularly rough, but their one thought was for themselves—each one for himself—and they used to quarrel with each other in regard to their rights. While we were in New York we

had only a small back yard. When we came here, I said, 'I am going to try an experiment.' We got this house because it had a large garden, and a stable that would do for the boys to play in. Then I got them together and had a little serious talk. I said I was not pleased with the way in which they were living. They did nothing for any one but themselves from morning till night. If I asked them to do an errand for me, it was done unwillingly. Of course, I knew they had their school for a part of the day, but they had a good deal of leisure time when they might do something for some one else. I asked them if they thought they were going to make real, manly, Christian boys at this rate, and they said No. Then I ask them what we should do about it. They all said, 'You tell us, mother, and we'll do as you say!'

"I proposed a series of tasks—each one to do something for somebody, outside and apart from himself, every day of his life. They all agreed to this and told me to allot the tasks. If I could have afforded it, I would have got a horse and cow, and had them take charge of them; but I could not do that, so I invested in a pair of rabbits for Jack, a pair of canaries for Carl, pigeons for Ned, and bantams for Willie. I brought these creatures home, put them into their hands, and told them to provide for them. They were delighted with my choice, and it was very amusing to see them scurrying about to provide food and shelter for their pets, and hear their consultations with other boys. The end of it all is that I am perfectly satisfied with my experiment. My boys, in caring for these dumb creatures, have become unselfish and thoughtful. They had rather go to school without their own breakfast, than have the inmates of the stable go hungry. They are getting a humane education, a heart education, added to the intellectual education of their schools. Then it keeps them at home. I used to be worried with the lingering about street corners, the dawdling around with other boys, and the idle, often worse than idle talk indulged in. Now they have something to do, they are men of business. They are always hammering and pounding at boxes and partitions out there in the stable, or cleaning up, and if they are sent out on an errand, they do it and come right home. I don't mean to say that we have deprived them of liberty. They have their days for base-ball and foot-ball, and excursions to the woods, but they have so much to do at home that they won't go away unless for a specific purpose."

"While Mrs. Morris was talking, her visitor leaned forward in her chair and listened attentively. When she finished, Mrs. Montague said, quietly: "Thank you. I am glad you told me this. I shall get Charlie a dog."

The writer knows of one boy whose wayward habits were laid aside when his father built him a pigeon-house and set him to raising pigeons. He knows of another youth whose growth of will was greatly helped when he received a pet lamb to take care of—a lamb whose black nose caused its mother to discriminate against it in favor of its perfectly white twin sister. The principal of a city high school related not long ago how the care of pigeons had induced his son to study encyclopedias and to read works on natural history and to make independent observations on the habits of birds, thus training the perceptive powers in addition to unselfing the will and begetting a love of books.

Can the school aid in this educational work which of course is largely the function of the home? The author of "Beautiful Joe" furnishes a clue by which we may arrive at a practical answer to this question. During a conversation about the sufferings of animals in transportation and on our western plains, a gentleman who had traveled much exclaimed: "Up north, down south, and out west, I've seen sights that made me shudder, and I tell you the Lord will punish this great American nation if it doesn't change its treatment of the dumb animals committed to its care."

"I do not think we are a wicked nation," said a sweet-faced old lady sitting near him. "We are a younger nation than many of the nations of the earth, and I think that many of our sins arise from ignorance and thoughtlessness."

"Yes, madame, yes, madame," said the fiery old gentleman, staring hard at her. "I agree with you there."

She smiled very pleasantly at him and went on: "I too have been a traveler, and I have talked to a great many wise and good people on the subject of the cruel treatment of animals, and I find that many of them have never thought about it. They themselves never knowingly

ill-treat a dumb creature, and when they are told stories of inhuman conduct they say in surprise, 'Why, these things surely can't exist.' You see they have never been brought in contact with them. As soon as they learn about them they begin to agitate and say, 'We must have this thing stopped. Where is the remedy?"

"And what is it, what is it, Madame, in your opinion?" said the old gentleman, pawing the floor with impatience at her reply.

"Just the remedy that I would propose for the great evil of intemperance," said the old lady, smiling at him. "Legislation and education. Legislation for the old and hardened, and education for the young and tender. I would tell the school boys and school girls that alcohol will destroy the framework of their beautiful bodies, and that cruelty to any of God's living creatures will blight and destroy their innocent young souls."

On very many questions children and even grown people are thoughtless because no one has ever taken the trouble to implant thoughts in their minds. The best way to reach the will is through the heart, for "out of the heart are the issues of life." And the surest way of reaching the heart is through the intellect; that is, by fixing the eye of the soul upon concrete cases of individual life and conduct. Abstract statements seldom touch the heart, but the feelings are at once stirred when the pupils read the experiences of "Black Beauty," and of "Beautiful Joe," and unconsciously there springs up in the soul the purpose to treat kindly and humanely every horse, dog, or other animal with which they may have to do in after-life. Once started in this blessed way, only the angels know how far it may lead upward and onward.

If thou are worn and hard beset
With sorrows that thou wouldst forget,
If thou wouldst read a lesson that will keep
Thy heart from fainting and thy soul from sleep,
Go to the woods and hills! No tears
Dim the sweet look that Nature wears.

H. W. Longfellow.

Summer or winter, day or night,
The woods are ever new delight:
They give us peace, and they make us strong,
Such wonderful balms to them belong;
So, living or dying, I'll take my ease
Under the trees, under the trees.

R. H. Stoddard.

PHYSIOLOGY IN THE SCHOOLS.

ALBERT LEFFINGWELL, M. D.

THE American Humane Association has recently issued a circular calling the attention of the public to those methods of instruction in our public schools whereby the facts of physiology are set forth by means of actual experimentation upon living creatures, or by the dissection of such animals, killed for that purpose only, and often in the presence of the pupils themselves. The statement that any such practice really existed, met at first with general incredulity. Even if vivisection were rarely done, it seemed improbable that children of public school age should be required to become familiar with the process of mutilation and the phenomena of death.

The practice, we now know, has been actually introduced in certain schools. In one sense the motive was right enough. No doctrine has been more sedulously inculcated during the past twenty years than that the basis of all knowledge is observation and experiment. To accept any statement on another's testimony, when you can see it for yourself, is considered a sort of treason to the modern scientific spirit. No one thinks of teaching the phenomena pertaining to heat and light, to electricity and gravitation, for example, without illustration by some simple experiments. "Why, then," asks the enthusiastic young teacher, "should not all that varied phenomena of Life and Death which pertains to physiology be taught to young pupils in the same scientific way?"

There are two strong reasons why such methods of teaching should be strenuously prohibited in every school:

1. Because of the danger of such instruction.

2. Because everything needful or desirable to be imparted to the young may be clearly and adequately taught without ever once drawing near to the line of danger, or demanding the sacrifice of life.

"Danger!" I can fancy the surprise, mixed with incredulity, with which a young science-teacher repeats the word. "What danger can there possibly be in the killing and immediate dissection before my pupils of any living creature? I do not *vivisect* animals, but only *dissect* them."

Permit an old teacher to tell you of this danger about which you are skeptical.

Among men of science, the study of the mental and physical peculiarities of young children has excited, during recent years, no little interest. It has been discovered that if we take the pupils of any large public school and study them carefully as individuals—physically, mentally and morally—we shall find in each class *a certain proportion below the normal standard.* The sight may be imperfect, the hearing may be less acute; there are malformations of body, or confusion of colors; of all these defects a certain number will be found in every class-room. Test the mental capacity. Every teacher knows that in scores of cases the bright pupil is not over-diligent, or the dull scholar blame-worthy for his stupidity; that in quickness of perception, ability to grasp and comprehend, tenacity of memory, some scholars will be far above the average; while on the other hand some will be found abnormally below it, dull of apprehension, quickly forgetful, difficult to arouse, or to interest in any mental work. A step or two below the mental state of some pupil—and the teacher admits that the border-line of simplicity or semi-idiocy would be nearly reached.

The difference in moral sensibility among the young is found to be equally well marked. No two pupils have precisely the same repugnance to wrong-doing in any direction, or manifest the same sense of honor and love of truth, the same hatred of cruelty, or the same tendency to sympathy. Just as a certain proportion of children are below the average in physical development or mental capacity, so, too, a definite proportion *are imperfectly developed morally;* and in many cases need but slight excitement to have aroused within them impulses to cruelty, vice and crime. They are "*psychopathics;*" a term which Prof. James, of Harvard University, employs to denote an inborn aptitude to immoral actions in any direction. This aptitude may not be always awakened; doubtless in many cases, by education and continual normal environment, it is gradually outgrown; but if it be once fairly aroused, so that a sense of gratification is incited by wrong-doing, there are no excesses of cruelty and crime to which these psychopathic children—these moral imbeciles—may not go. And curiously enough, *it is very often in the direction of cruelty—the infliction of pain—that the first incitement is directed.*

Now before a class of pupils in a public school, suppose you illustrate the lesson by dissection of a rabbit or a cat, killed at that time and for that purpose. It is possible that the majority of students might have their attention fixed only upon the facts of anatomy thus illustrated. But to some others—children quite as likely as otherwise to have been most carefully trained, and to be the objects of most tender solicitude—*there will come slowly creeping into consciousness a vague, abnormal, horrible sense of satisfaction at the sight of this quivering flesh,* yet ruddy with the warm blood of outgone life. Which are the pupils that experience this arousing emotion? Will they confess it to you? Not at all. Yet they may be nearest and dearest to you by every human tie! It is you who have put them to a danger from which they should have been spared. *You* have aroused within them a sensation that is oftentimes the very mother of every cruelty. For out of this awakened sensation of abnormal pleasure at the sight of blood is born the instinct of murder, and the lowest tendencies of viciousness and crime.

There is yet another aspect of these methods of instruction—their influence upon all children who are entirely normal, but yet exceedingly sensitive to impressions. I do not hesitate to say that nothing such a child will learn by these lessons can ever compensate for the deleterious impressions it may receive by the needless sacrifice of Life in its presence. Say what we will, there is a kind of moral deterioration inseparable from the act of killing anything which is doing us no harm. To put out of existence a noxious animal or insect is to obey the instinct of self-preservation; but to take a perfectly harmless creature, kin to the pet of many a child, and to deprive it of whatever joy comes from living—simply that children may see how curiously Nature has constructed it—can hardly fail to give them a sense of wrongful complicity with deprivation of another's rights. Not long since I was talking with a young girl graduate of the principal female college in this country; and although she was greatly interested in the study of biology, she told me that a most distasteful impression was created among the girl-students by the fact that so many rabbits were killed to demonstrate what the sacrifice of a single life would have done

equally well. Is it wise to blunt this sensibility regarding the sacredness of life? I am not referring to the psychopathic child, but to all children alike. There will come a time when, as young men and women, they should know how to prevent pain, by causing the painless termination of life; but for childhood, that lesson should be unlearned, and as far as possible delayed. The beauty, the grace, the excellence of all harmless living things, is the lesson for children, rather than precocious intimacy with the mystery of Death.

Then, too, there is yet another danger. The desire, the ambition to *imitate* is one of the first instincts of conscious life. I question whether there was ever experiment in class-room that some child or children did not try to imitate it in private or by themselves. Suppose it is merely a dissection of a rabbit just killed. Some child or children will wish to repeat it—and *kill the rabbit themselves.* Then you have initiated childhood into *private vivisection.* Is that advisable? Admit that you caution your class against such repetitions. But you cannot easily convince an inquiring mind that what it it is right for the teacher to do in public may not also be copied in the privacy of his own room, and in the presence of his classmates.

"But is not dissection of recently killed animals absolutely necessary to a right understanding of the text-book?"

Not at all. Such methods of instruction are not only dangerous, but wholly unnecessary.

What is the purpose of lessons in school physiology? Is it to start boys and girls on the road to a medical school? Certainly not. The one great object—in fact, the only practical object—is simply to enforce on the minds of the pupils the lessons of Hygiene. What are the plain rules for the preservation of health? What are the effects which may arise from use of tobacco, especially by the young? Wherein lies the danger of alcoholic stimulants? What injury to health comes from over-eating, from improper food, from bad ventilation, from constriction of the body by unhygienic dress? How do people ignorantly injure their digestion, their breathing capacity, the heart, the brain? How may typhoid fever be prevented? How does a community help to stamp out scarlet fever, diphtheria, measles, small-pox, and other epidemic diseases? What shall one do in case of an accident till the doctor comes? These are the lessons of practical hygiene which school children should be thoroughly taught. They are the lessons which instruction in physiology in schools was designed to impart, and the importance of which cannot be over-estimated. But surely, it needs no killing of rabbits, cats or dogs, to make such lessons plain. Everything needful may be illustrated by colored charts and manikins. A quickly forgotten smattering of anatomy may indeed be learned by a child dabbling its fingers in bloody tissues, but nothing which might not be better learned by other methods, without the danger of moral perversion, and at the cost of not a single pang.

Dangerous and unnecessary. These are the words which, in the august name of Science herself, may we not stamp upon all methods of instruction in our public schools which make for the brutalization of childhood by inducing early familiarity with the sacrifice of Life?—*N. E. Journal of Education.*

SOME EARLY SCHOOLS OF PENNSYLVANIA.*

BY T. J. CHAPMAN, M. A.

FROM the beginning the English colonists of Pennsylvania gave some attention to the education of their youth. The character of the original settlers was not very favorable to schools or learning. "The first Swedish and Holland settlers," says one writer, "were poor, weak, and ignorant people, who brought up their children in the same ignorance." Nevertheless some young men from Sweden came over from time to time, and attempted to teach, but they were not much encouraged and their efforts were not greatly successful.

The Quakers lost no time in providing a system of education in Pennsylvania. At the second meeting of their assembly, March, 1683, it was enacted, "That all persons in this province and territories thereof, having children, and all the guardians and trustees of orphans, shall cause such to be instructed in reading and writing, so that they may be able to

* A paper read before the Western Pennsylvania Historical Society, in Carnegie Hall, Allegheny City, May 13, 1895.

read the Scriptures and to write by the time they attain to twelve years of age, and that then they be taught some useful trade or skill, that the poor may work to live, and the rich, if they become poor, may not want." At a council held some months later Enoch Flower, of Philadelphia, who had for twenty years past "been exercised in that care and employment in England," was engaged to open a school in the town for the instruction of youth in reading, writing, and "casting accounts." Mr. Flower's terms were not unreasonable: "To learne to read English 4 shillings, by the Quarter, to learne to read and write 6 shillings, by the Quarter, to learne to read, write, and cast accounts 8 shillings, by the Quarter; for boarding a scholler, that is to say, dyet, washing, lodging, and scooling, tenn pounds for one whole year." Although some attempts had been made to instruct children prior to this, yet we may perhaps consider Enoch Flower as the first regular school teacher in Pennsylvania.

In the year 1689 a school of a higher character, called a "Grammar School," was opened. This school resembled somewhat a modern academy. The first teacher in it was George Keith, a native of Aberdeen, in Scotland, but who came to Philadelphia from Monmouth, New Jersey. He was a man of learning and ability. However, he continued in the school but one year. He was succeeded by Thomas Makin, who had been usher under Keith. Mr. Makin is chiefly remembered as the author of the "Description of Pennsylvania," in Latin verse. In the course of his poem he finds occasion to speak in these terms of the school in question:

"Here schools for learning and for arts are seen,
In which to many I've a teacher been;
But one in teaching doth the rest excel,
To know and speak the Greek and Latin well."

Mr. Makin lived to be a very aged man, and finally came to his end by drowning in the Delaware in November, 1733. Robert Proud, the historian of early Pennsylvania, and the translator of Makin's Latin poem, was also a well known teacher in this school.

By the middle of the last century schools had become quite common in Pennsylvania, though it must be admitted that most of them were of a very inferior quality. The simple course of study, as laid down by Enoch Flower, that is, reading, writing, and a modicum of arithmetic, still generally seemed to be sufficient. Acrelius, the Swedish historian, who wrote about the year 1750, says that "In almost every ridge of woods there is a school house, but the children never come longer than to learn to read plainly in the book, and to write and cipher." He says further, that "None, whether boys or girls, are now growing up who can not read English, write, and cipher." Of course this latter statement is too sweeping to be strictly true.

"The first school buildings," says a recent writer, "were built of logs and roofed with clap-boards. A huge fireplace graced one end of the room, the house being built with five corners to provide for a chimney, which consisted of wood and mortar—sometimes of stone. The benches were made of logs split, and a flat side hewed for seats. These were then supported on pins inserted in holes bored in the slab, and the seats were made just high enough to prevent the children's feet from touching the floor. The floor was made of puncheons, and the writing-desk was a board or a slab supported upon pins driven into holes bored in the wall. Windows were constructed by cutting a section of a single log from each of the two sides of the building, and when glass could not be obtained, paper, which had been rendered transparent by greasing with tallow or lard, was used as a substitute."

It was in some such little backwoods school-house, in what is now Franklin county, that a dreadful tragedy was acted on the 26th of July, 1764. Enoch Brown was the schoolmaster's name, and he is said to have been a man of more than ordinary character and learning. On this particular day ten pupils were with him in the school-house—eight boys and two girls. Suddenly a band of Indian marauders entered the house, and knocked down and scalped the teacher and his pupils. All were slain except one little fellow, Archie McCullough by name. He was left for dead by the savages; but though the scalp had been torn from his head, he survived. A settler happening to pass the house shortly after the deed had been committed, noticed the unwonted silence within, when upon looking in a horrible sight met his view. "In the centre," says the Rev. Cyrus Cort, "lay the faithful Brown, scalped and lifeless, with a Bible clasped in his hand.

Around the room were strewn the dead and mangled bodies of seven boys and two girls, while little Archie, stunned, scalped and bleeding, was creeping around among his dead companions, rubbing his hands over their faces and trying to gain some token of recognition." A few days later the bodies of the master and his nine pupils were laid side by side in one grave.

Some of the teachers of those early days were men of superior scholarship and ability; as the Rev. William Tennent, who opened a famous school known as the "Log College," in Bucks county, in the year 1735; John P. Miller, of Lancaster county, who translated the Declaration of Independence into five different languages; Baron Stiegel, a German nobleman, who came to this county in 1750, and for many years carried on the manufacture of iron and glass, but in later life taught a school in Berks county; Anthony Benezet, the philanthropist, who was almost the first man to distinguish himself by his labors in behalf of the oppressed Africans; and Alexander Wilson, who was first a weaver, then a teacher, and finally rose to eminence in the field of ornithology and natural history.

But while these and many more who might be named were a credit to the work in which they were engaged, yet most of the teachers of those times were of quite a different character—were half-taught youths, who resorted to teaching as a temporary employment or as a stepping-stone to something more desirable, but more frequently they were indolent, ignorant, and often immoral men, whose last resource was the school-room. "As a class," says Dr. Wickersham, "their knowledge was limited to the merest elements, they were odd in dress, eccentric in manners, and oftentimes intemperate. In the school-room they were generally precise, formal, exacting and severe." Among these oddities was one David James Dove, who taught in Philadelphia in the last century. Dove was a man of some genius, and gained a certain small distinction in his day as a satirist. His name was *Dove;* but Judge Peters, who had been one of his pupils, remarks that he was called Dove ironically; for his temper was that of a hawk, and his pen was the beak of a falcon pouncing on innocent prey." Alexander Graydon, in his Memoirs, gives a fuller description of this worthy, and thus describes one of his methods of discipline: "His birch was rarely used in the customary method. He generally stuck it into the back part of the collar of the unfortunate culprit, who, with this badge of disgrace towering from his nape, like a broom at the mast-head of a vessel for sale, compelled to take his stand upon the top of his form for such a period of time as his offence was thought to deserve."

John Todd was another of the early schoolmasters. He was a Quaker; but his method of discipline was more that of a fiend than of a Friend. A writer quoted by Watson says: "After an hour, maybe, of quiet time, everything going smoothly on—boys at their tasks—no sound but from the master's voice while hearing the one standing near him—a dead calm—when suddenly a brisk slap on the ear or face, for something or for nothing. gave 'dreadful note' that an irruption of the lava was now about to take place."

The scene that ensued was dramatic. "By long practice," continues the writer, "he had arrived at such perfection in the exercise, that, moving in quick time, the fifteen inches of bridle rein, alias strap, would be seen after every cut elevated to a perperdicular above his head, from whence it descended like a flail upon the stretched nankeen, leaving, 'on the place beneath,' a fiery red streak at every slash."

Other early teachers remembered for their peculiarities were Andrew McMinn, Thomas Neill, James Nowlins, and "Tiptoe Bobby" Williams. Joshua Pennal taught in Crawford county in early times. One of his pupils was Zeph Clawson, an impulsive youth who always spoke first and thought afterwards. The master had tried much to reverse this order of procedure, but with little success. One winter morning the master was standing in his long coat before the open fire-place, industriously mending pens. All at once Zeph spoke up: "I say, master, I think—." "That is right, Zeph," interrupted the master, "now think again. I am glad that my instructions are beginning to bear fruit." A moment later he said: "Now, Zeph, you may speak. What is it?" "Why, sir," says Zeph, "your coat-tail is on fire."

The beginning of any particular educational effort in the western part of the State seems to have been made in the year 1786, when the legislature decreed

that there should "be erected in the town of Pittsburg, in the county of Westmoreland, an academy or school for the education of youth in useful arts and sciences and literature; the style, name, and title of which shall be 'The Pittsburg Academy.'" This paper academy did not immediately eventuate in brick and stone, and teachers and pupils; and in 1787 and again in 1798, the legislature came to the rescue with material aid; but the academy seems to have had a precarious existence for many years. In 1819 a new charter was obtained, and the name of the institution was changed to that of the "Western University of Pennsylvania."

Thomas Ashe, an English tourist, visited Pittsburg in the fall of the year 1806, and he has left us a slight sketch of education as he found it here. "I am sorry," he says, "that I cannot make a favorable report of the scholastic establishments in this town. There is but one of a public nature; which is called an academy, and supported by the voluntary munificence of the place. It is under the direction of a number of trustees, who employ themselves so much in altercation whenever they meet, that they have not yet had time to come to any mutual understanding on its consensus. There is, however, a master appointed, who instructs about twenty boys in a sort of trans-Atlantic Greek and Latin, something in the nature of what the French call *patois*, but which serves the purpose of the pupils as well as if their teacher were a disciple of Demosthenes or Cicero.

"There are a few private schools," he continues, "where the principles of grammar, rhetoric, and a sound English education may be acquired; the young ladies, while day-scholars, generally attend a *master*, and the present minister of the English church is principal of a school for the fair sex. His course of study is very liberal, philosophical, and extensive. Some of his scholars compose with great elegance, and read and speak with precision and grace. He makes them acquainted with history, geography, and polite literature, together with such other branches of instruction as are necessary to correct the judgment and refine the taste."

Among early local teachers were Robert Gibson, of Moon township; John Pollock, afterwards a celebrated physician, who taught in Findlay township; John P. Ewing, of North Fayette township; Patrick Murty, of Plum township; Thomas Evans and Charles Haney, of Patton township; and John Neely, of Sewickley, whose curriculum was confined to spelling lessons from the United States Speller, reading exercises from the New Testament, ciphering in the Western Calculator, with penmanship, in which great skill was attained by the free use of quill pens and the juice of poke berries.

In Western Pennsylvania, the first college established was Jefferson College, at Canonsburg, Washington county, in the year 1802. It grew out of a private school that had been opened by Dr. John McMillan in the year 1791. Another school of a similar character had been opened by the Rev. Thaddeus Dodd, at the town of Washington, only seven miles distant, in the year 1787. Out of this school grew Washington College in 1806. These rival institutions continued upon their separate courses until the year 1865, when they were consolidated under the name of Washington and Jefferson College.

The convention of 1789, called to revise the constitution of the State, inserted this section in that instrument: "The legislature shall, as soon as conveniently may be, provide by law for the establishment of schools throughout the state, in such a manner that the poor may be taught gratis." Not much was done under this provision of the constitution until the year 1834, when the common school law of the State was passed. It had become apparent to all clear-sighted persons that something more effectual must be done in the way of public education. The declaration was made in a legislative report, that the effort to instruct the poor had hitherto "produced effects impolitic and injurious, if not anti-republican." George Wolf was then Governor of the State. He had himself been a teacher, and he was heartily in favor of a better system of public schools. It seems strange, now, that such an object should have met with any serious opposition; but it was only after long and hard fighting that the friends of the common schools triumphed and the school law of 1834 was passed. This law, modified from time to time, is that upon which the schools of Pennsylvania are now based.

In the year 1838 the Legislature attempted to aid the cause of higher education by granting an annual appropriation of one thousand dollars for ten years to

each collegiate institution that should have at least four professors and one hundred students; and from $300 to $500 annually to all academic schools, according to the number of pupils in attendance. Under the stimulating influence of this law, the number of schools of the kinds mentioned continued to increase, until in 1843 the appropriation was paid to 9 colleges, 64 academies, and 37 female seminaries. The legislature then took the alarm, and changed its policy.

The first school organized in Pittsburg under the law of 1834, was the North school, in the fourth ward; and the first principal was Mr. G. F. Gilmore, afterwards a well-known lawyer at the Pittsburg bar. This first school was opened in 1835; the first in what was usually called Allegheny-town was opened about the year 1836, in an old academy building that stood on the South Common, near Marion avenue. The first principal is said to have been Mr. John Kelly, who was for many years a prominent teacher of Allegheny. It was at this time that Dr. Thomas H. Burrowes began his great work in the interest of general education in Pennsylvania.

From these small beginnings our educational interests have expanded into a score of colleges, a hundred special and private schools, and our glorious public school system, with its thirty thousand teachers, its twelve hundred thousand pupils, and its school property estimated at forty-five millions of dollars.

ADVICE TO A YOUNG MAN.

THE New York *Herald*, having been asked by a young man from the country how to win wealth and fame in the great city, begins by recommending its correspondent to get rid of all "excelsior" nonsense, stay down below, and let the glaciers and the mountain peaks take care of themselves.

Second. Do your work well, no matter what it is. Study your business. Make yourself master of it by putting your head and heart into it. If it is bookkeeping, then keep books in such fashion that the angel Gabriel will want to lend you his crown as a token of approval. If you are a mechanic, or artisan, or farmer, be proud of yourself, and the rest of the world will soon come to be proud of you. Nothing is needed so much in this generation as a man with skilled fingers. You may have a long pull, but the opportunity—which comes to everybody in turn—will present itself.

Third. Save money. The coward runs in debt, the brave man has a five-dollar surplus in his pocket. The world may laugh at you because you can't have a four-in-hand necktie. All right, let it laugh. You are your own world, and the people who sneer are simply outside barbarians. When they see that five-dollar surplus growing bigger, they will all want to shake hands with you and send you to Congress. Keep well within your income, and you will be wise. The handiest thing on the planet is the penny laid up for a rainy day.

Now, young sir, get rid of the nonsense that you are a genius, settle down to the conclusion that you are just an average North American boy, and then start in. Keep yourself alert, look after your digestive apparatus, don't smoke cigarettes, get to bed early, and at sixty you will have to look backward for those who began the race when you did.

THE *Educational Journal* of Canada condemns what might be called sugar-plum teaching: "We do not believe that in order to make the school work pleasant to the pupil everything must be made easy. The healthy child likes a sugar-plum occasionally, but does not want all his food sugar-coated. It is not the easy play that is most attractive to the robust boy. He spurns it, and chooses that which calls forth all his power. He delights in the consciousness of physical power. So, too, there is a joy in the severest mental effort, if it be but rightly directed and successful. Every true teacher must have watched with keen satisfaction the play of the child-mind as shadowed on the countenance. He delights to mark the clouded face, the down-cast eye, while the struggle for the mastery of some uncomprehended sentence or problem is going on, and to see these quickly give place to the flushed cheek, the shining forehead, and the flashing eye, which tell of victory achieved. One aim of the wise teacher will be to develop this sense of power in the child. He will seek not so much to remove obstacles out of the way as to teach the young thinker how to meet and overcome them."

DR. BURROWES AND THE STATE NORMAL SCHOOLS.

HIS LONG AND INVALUABLE SERVICE IN BEHALF OF NORMAL SCHOOLS.

HE WROTE THE NORMAL SCHOOL LAW.

IN his last annual report, that of 1838, certainly the most remarkable school report in the history of Pennsylvania, Dr. Burrowes recognizes the Normal School as an essential feature of the public school system, though he speaks of it under another name. The section given below, on the "Improvement of Teachers," is probably one-sixth or one-seventh part of this complete and exhaustive report. Dr. Burrowes was then but thirty-two years of age. He came to the office of Secretary of the Commonwealth before he was thirty years old. He had now spent three years of intensely active political and official life, and found opportunity, young man as he was, in this brief tenure of office, to master the problem of Common School education as presented in Pennsylvania, to a degree far beyond that of any other man of his time. With the defeat of his party there came, unfortunately for the Commonwealth at this juncture, a new head to the new school system. But to the end of his long life, the name of Thomas H. Burrowes was, of all names, best known and honored in connection with our school policy and our school history. His discussion of the Normal School question in this extract from his report, on the "Improvement of Teachers" shows his mastery of the subject in 1838. His faith never failed him; and the subject of the training of teachers for the schools seems to have been with him ever after a leading subject of thought.

The law providing for the County Superintendency was the joint work in 1853, of Hon. Francis W. Hughes and his efficient deputy Hon. H. L. Dieffenbach, recently deceased, and became a law, in 1854, mainly through the instrumentality of Hon. Chas. A. Black, who succeeded Mr. Hughes as Secretary of the Commonwealth during the administration of Governor Wm. Bigler. When this act was passed, which had been talked of and hoped for during many years, Dr. Burrowes saw and siezed upon it as the opportunity for a grand stride forward.

Prof. Wickersham was then in charge of a private academy at Marietta, a borough twelve miles west of Lancaster, on the Susquehanna. Dr. Burrowes had met him at educational meetings, and in conference on school affairs, and regarded him a man of capacity and energy with a future of promise in the field of general education. He at once determined that here was the man to be made Superintendent of Lancaster county. It was a difficult task he had set himself to do. Prof. W. was making some money at Marietta, and he would not leave his school there but for the sure prospect of better pay. It was only when Dr. B. had the convention of school directors vote a salary of *fifteen hundred dollars*—one-third larger than that paid by any other county in the State—that he was willing to accept the position.

What Dr. Burrowes had been looking for, planning for, and dreaming of, namely, a school for, the training of teachers, soon followed, for now the man and the opportunity were both at his hand to aid in working out his grand theory, and he brought all his hopeful energy and strong personal influence to bear in furtherance of the experiment upon the broad plan which he had so long contemplated. With the organization of the school at Millersville, in which he was very deeply interested, his encouragement and advice, above all his abounding faith, had much to do. The growth and development of this school he studied with keenest interest; it was to him an object lesson of great practical value; and when the hour struck for him to write the Normal School Law for Pennsylvania, it was done almost within a day. But for thirty years he had been unconsciously preparing for this great service to the State. Hon. H. C. Hickok, then Deputy Superintendent of Common Schools, knowing his unusual skill in drafting bills for legislative enactment, and his thorough familiarity with the Normal School question, wrote him on Friday requesting draft of a bill for the organization of State Normal Schools. He received it on the following Monday, and it was enacted into law—mainly through the influence of Hon. Andrew G. Curtin and Hon. H. C. Hickok—with a few verbal changes and the addition of a single section relating to the endowment of these schools.

His ability to work so rapidly towards a definite result he once explained to the writer by saying that, when he had thought a thing out carefully, the whole

matter assumed some orderly arrangement in his mind, everything being "on its own hook," and, when he came to write, it often seemed as if all he had to do was to take each item down in order from its proper hook and put it on paper. The Normal School question he had mastered, so far as that was possible to him. After thirty years of thought upon it, and much careful observation, everything no doubt seemed to be "on its own hook" when the request came from the State authorities to write the law.

It was not known that he was its author until some months after its passage, when, at a "Harvest Home" at Millersville, at which Governor Pollock and State Supt. Hickok were present, and which was held to raise funds from the sale of stock looking toward the erection of the Lancaster County Normal School into the Millersville State Normal School, Mr. Hickok, during an eloquent address in behalf of the school, stated the fact of its authorship as follows:

"There is another reason why Lancaster county should stand by this work—I am going to say this in confidence and wish it kept a secret. This Normal School bill had a Lancaster county origin. The great outlines of the bill were the work of the President of this meeting, Hon. Thomas H. Burrowes, a circumstance which has given the State a mortgage on the county, which she is bound in honor to redeem, by establishing the first State Normal School under the provisions of the law. And the provisions of this excellent law are an evidence that when the friends of common school education want a good thing done they should go to the same source for it."

We make no apology for publishing these papers in these days of the Dr. Burrowes revival, when the services of this great man are attracting so much attention. The Normal School question is one of vital moment in Pennsylvania. Our people cannot feel in it too deep an interest, nor can these schools have too much aid and encouragement either from the individual citizen or from the State.

IMPROVEMENT OF TEACHERS.

[Extract from Dr. Burrowes' Annual Report for 1838.]

The want of more and better teachers is by far the greatest difficulty of the system. Without these it cannot long retain the degree of public favor now possessed, and with them its capacity for usefulness will only be limited by the necessities of the rising generation.

The means of supplying this last and greatest want have occupied much of the thoughts of the Superintendent. He has come deliberately and unhesitatingly to the conclusion, that the best mode is the establishment of *Separate Free State Institutions* for the instruction of teachers. Two others have been proposed and partially tried, with little success.

One is, to strengthen the county academies by State patronage, so that they shall instruct and furnish each county with a sufficient number of good teachers. It was mainly with a view to this end, that the practice of giving public aid to these institutions first commenced. It has been over and over asserted, that they form the only hope of the State in improving her teachers; but they have for twenty years disappointed that hope. And they must, from the nature of things, continue to do so. As teachers' seminaries they will never accomplish anything, though as general academies they should be cherished. And why will they not accomplish this end? The reasons are plain:

They are not at present qualified to become useful seminaries for teachers. The most flourishing county academy does not possess more instructors than one principal, and one, or at most, two assistants of more llmited qualifications. The main attention of these instructors should, and forever will, be directed to their proper calling, viz: that of academical and classical teaching. The small remainder of their time, perhaps a lecture once a week, or a hurried lesson each day, snatched from their proper duties, would be all that could be afforded, and must form the professional course of instruction of him on whom devolves the momentous task of giving its first direction to the moral and intellectual character of the State.

Nor can they *ever* be made to afford more than this limited degree of instruction, unless to the injury of their proper and highly valuable academical character, and at unnecessarily great cost to the State. There is no truth better established than that the attempt simultaneously to accomplish different objects prevents full success in any. In the present instance, either the academy, as a preparatory institution for higher classical and literary pursuits, must lose its standing, or injustice be done to the candidate teacher. Even if the two objects might with safety and success be pursued in the same institutions, which is denied; still, neither the foundation of an academy is broad enough nor its means sufficient.

The adoption of County Academies for the preparation of teachers would so *subdivide* the small amount of requirements and experience in this department which the present generation possess, as to cripple its usefulness. More than fifty professors would be required, all of sufficient qualifications

to act as Presidents of their respective institutions, because each county ought of right to possess as good an institution as every other. But if four or six separate institutions were adopted, twenty or thirty professors would suffice, only four or six of whom need be qualified to act as Presidents. This consideration will be found to possess great weight, when it shall be discovered how very rare are the persons qualified for the task; yet with one well-qualified head to each institution the other departments can be filled with comparative ease. Without that head, whether the institution have one or many professors, it will be worth little.

The *location* of County Academies is objectionable for the purpose in view. They are in all cases situated at the seats of justice, where living is more expensive than in any other part of the county. If only a few strong teachers' institutes were to be established, even at the county towns, this objection might be overcome by providing lodgings and other advantages, at the public expense; but to do so at fifty points in the State would be out of the question.

Their *organization* and *moral government* are insufficient as seminaries for teachers. They are, almost without exception, mere day-schools, without any control by the instructors over the pupils, except during school hours. This is an insurmountable objection; the moral training of the young teacher being by far the most important part of his education.

The *companionship* of the County Academy is not the proper one for the youthful teacher. By this is not intended the vicious example presented in large towns, (though this should not be forgotten, particularly when the pupil is under no permanent moral control,) but his society *in school.* He who is about being sent forth into the world to perform the highest and most difficult duty of man, in training the young mind to knowledge and virtue, is taken from the society of boys, and expected at once to shake off his frivolity and giddiness, and, with little precept and no practice, to assume the grave functions of a teacher!

These are some of the reasons which have hitherto prevented a supply of teachers from County Academies, and should cause the friends of the education of teachers to look for success in some other direction.

The other mode suggested is, *the agency of the Colleges.* Against this the Superintendent would most earnestly raise his voice, both on account of the injurious consequences to the colleges themselves, and the insufficiency of the means.

The Colleges of Pennsylvania, after struggling for years against adverse circumstances, which it is unnecessary to enumerate, are, it is confidently believed, about to be sustained and raised by the State to that standing which their own merits and her honor require. It would be the height of injustice now, for the sake of mere temporary considerations, to clog them with that which does not properly pertain to their design, or to add conditions to the proposed aid not only unworthy of her, and injurious to them, but not calculated to accomplish the desired purpose.

A College is, or should be, a chartered and permanently endowed institution, for instruction in the liberal arts and sciences, with power to grant degrees. All who enter it should stand on a footing of perfect equality, except so far as the necessary arrangement into classes and the natural difference of mental capacity separate them. All should have the same high object, viz: a diploma, in view. None should be there in pursuit of other objects, to the injury of the proper design of the institution; and, above all, none should be subjected to the pain of witnessing a contest for honors from which they are debarred, or of bearing the sneer which rankles none the less because it is unmerited.

That this would be the consequence of the presence of the unpretending candidate teacher cannot be denied, for its cause rests deep in the workings of human nature. That it ever can be avoided is as doubtful as is the absolute perfectibility of that nature. The prosperous pursuit of a high object will ever impart feelings of complacency, too often of arrogance. The inability to enter upon it will engender a morbid sensibility either to see or to suspect contempt. Both feelings are alike injurious to the individuals and to the institution which is their theatre.

Instead of encumbering the Colleges with that which does not belong to their object, the State should aid them unconditionally in their own work. This can never be done by exacting from them a certain amount of service for the aid bestowed, and that service too without their proper sphere. If the Colleges are to be aided, they should be aided as Colleges, and not mocked with the semblance of assistance in no degree promotive of their own benefit.

But even if the present purpose is at all practicable with justice and safety to the Colleges, it can only be in a partial degree and as a secondary object. The time is forever, it is believed, passed when the preparation of teachers will or can be made subordinate to any pursuit or object whatever, or be assigned to some inferior department in an obscure room attached to any institution, however high or celebrated. It demands and before long will receive, independently of all other objects, the chief care and the best talent of the Commonwealth.

On the other hand, to make the Colleges at all sufficient to supply the immediate and urgent wants of the system, (granting for a moment the possibility,) either their present number of professors must be doubled or their present functions cease. They have now an aggregate of seven hundred and ninety students to about thirty-six

professors. It is supposed that the time of these professors is wholly occupied by their existing duties, and that though they could probably instruct *larger*, yet that they could not do justice to *more* classes. Additional professors must therefore be provided for the teachers' classes. Not less than two thousand teachers, or one-fifth of the number required for the whole State, should, to commence efficiently, be under instruction at once. This number would leave two hundred and fifty students of this kind to each college, who would at least require the whole attention and time of all the present faculty, or make the doubling of their number unavoidable. In the one case the institutions must at once give up, and in the other, soon merge their proper collegiate character; either of which would be a public loss.

But, admit that teachers could be as readily prepared in the proposed appendages to the collegiate as in separate institutions, it is believed that the result would be most injurious to the cause of education and the profession of teaching. It must be borne in mind that education has suffered almost as much from the want of due respectability in the professors in the art of teaching, as from want of knowledge. But to place them in a higher literary institution to whose honors they cannot aspire, and consequently in an inferior and equivocal position, would be a singular mode of raising them. This doubtful and subordinate rank would dwell like an incubus on the character of the profession. On the individual teacher its souring and depressing influence would be most injurious, and through him, as an inevitable consequence, would reach and affect the whole ground work of education.

The sectarian character of most, if not all of the colleges presents a strong reason against the connection. In this remark it is not intended on the one hand, to convey the idea that colleges ought not to be managed by particular sects, nor on the other, that the teachers' seminary should be without sound moral instruction. Each college may, with perfect safety to freedom of conscience, belong to one denomination so long as there are others in the State controlled by different sects, and so long as each student is at liberty to enter and depart whenever he chooses. But the candidate teacher would not at all times be enabled to select and change his college; and the fact that he was preparing for his public duty under the instruction of a particular sect, even though it did not actually interfere with his religious sentiments, would inevitably beget distrust in the public mind. The separate institution would be liable neither to this evil nor to the suspicion of it. The professors being appointed by some public authority, would, as a matter of course, be selected indifferently from the various denominations, and thus, at the same time that sound moral instruction was afforded as a part of the course of education, the check of public opinion, and the presence of different denominations in the faculty, would liberalize its character.

The colleges have already been tried as a means of supplying teachers, and with little success. Within the last eight years, $48,-500 have been given by the State to five of these institutions, principally on condition that they should instruct a certain number of persons (ninety-one) for teachers of English schools annually, for a specified time. Last year there were sixty-one students preparing for this business in all the colleges of the State. Every one knows how few of the persons who are thus prepared ever actually exercise the profession. It is doubted whether there are at the present moment, in the whole State, one hundred persons thus educated, permanently and actually engaged as teachers of primary schools. Hope from this quarter is dead.

The present professors of the colleges, merely as such, are not qualified to instruct teachers. In making this assertion it is not intended to doubt their talent or ability for their proper duties. On the contrary, it is known and cheerfully admitted, that as a body their qualifications and standing are honorable to the State. But the kind and manner of teaching in a college are widely different from those of a primary school. To understand one does not argue a knowledge of the other; but certainly, whether the theoretical science is possessed or not, actual experience is not claimed.

The manner heretofore adopted by the State, to secure the education of teachers by the colleges, was to cause them to afford tuition in the proper branches, free of charge, to a certain number of young men. This has been done, it is believed, by all the colleges whose duty it is, whenever the proper number of applicants offered. But, having failed to effect the desired end by this means, a new proposition is now made. It is, that the State shall pay the college a certain sum for every young man prepared to fulfil the office of common school master; the State at the same time, taking a bond with surety from him that he will exercise the calling for a stated time; the bond to be enforced if he fail to do so, otherwise to be of no effect; and he of course receiving the ordinary salary of a teacher while engaged.

This project seems to be even more objectionable than the other. It can never meet the wants of the system. The young man who could get sufficient surety in such a bond, could, on the strength of the same good character which obtained it, procure the money or the means of accomplishing his *unconditional* education, at the completion of which he would not be confined to one business, but be free to devote himself to the most profitable. It removes none of the objections against coupling the instruction of teachers with the collegiate course, but in addition to the main fault of educa-

ting them in a subordinate department, adds the clog of a bond, and thus sends them out into the world bound to a profession, which, however tolerable or even agreeable when freely pursued, will inevitably soon become irksome and disagreeable when fastened upon them. They will not perhaps murmur openly against the *debt*, but vent all their ill-humor against the *profession*. Its exercise will thus become not merely unpleasant to themselves, but odious in the eyes of others, who, under different circumstances, might have devoted themselves to it.

It is hoped that Pennsylvania, which has bestowed freely so much for the promotion of learning, will not now eke out, at a price in dollars and cents, a conditional education to him to whom the best stores of knowledge should be poured out largely and without price. Above all, it is believed the time never will come, when she shall appear in court against, or pursue to another State as a fugitive debtor, a son whose spirit she had damped, and whose home she had rendered unpleasant, by her conditional bounty.

This view of the matter takes for granted that the bond will be fulfilled, or the surety made liable. It should not however be forgotten, that the one may be broken and the other prove worthless. Teachers to be fully useful must be independent. To make them so, their education must be free, and their seminaries separate—at least not subordinate.

It is unnecessary to repeat the remarks presented in a former part of this report, in support of the propriety of establishing Practical Institutes for teachers, and to serve as the highest seminaries of the free system. Neither is it requisite to show that, if properly organized, they will possess all the advantages wanting in academies and colleges, and that they will add to the prosperity and usefulness of those institutions.

It is only necessary to picture to one's self the finished teacher, emerging from a course of proper intellectual and moral training in an independent institution, to be conviced that he is a different being from any that we have yet seen. He leaves the walls into which he had forced his way by merit—and where he stood the equal, and his proposed profession the first object of all—with a dignity of purpose, a fitness for his calling, and a desire to exercise it, unattainable by any other means.

What should be the organization, course of study and minute details of the Practical Institute? The Superintendent will not attempt to answer this question, because he is neither capable of doing it fully nor is it necessary that it should be done now. Time must be taken for the task by whomsoever may be designated to perform it. Information must be sought, the experience of other countries be collected, and the utmost care taken that no radical error shall enter into the plan.

It is not now proposed that complete institutions, such as those attempted to be described, shall forthwith be established. They, should they be established, are intended to raise up and educate in all the branches of a finished English education, a body of teachers from and for the primary and secondary schools. This will require years. But the wants of the system will not bear the delay of years. Some must be supplied now.

The present proposition then is immediately to establish two seminaries, exclusively for improving the present generation of teachers, which shall by degrees rise and widen into Practical Institutes, such as have been described, after this temporary purpose shall have been accomplished. A present appropriation of $25,000 and an annual sum of $20,000 for two years afterwards will effect this. Little, fortunately, will be required for outbuildings. Madison College at Uniontown, Fayette county, and Franklin College at Lancaster, are both vacant and both well situated so as to accommodate the most populous parts of the State, and easy of access by railroads, canals and turnpikes. It is also said that one or other of the Colleges in Washington county might perhaps be induced to change its character for the good of the cause of education, should Madison not be adopted. Hereafter when additional Institutes become necessary some point in Luzerne or Lycoming, for the northeast, and in Venango or Jefferson, for the northwest, might be selected, with Centre for the middle Institute. But, for the present, buildings nearly ready for use can be obtained at the places just named. It is supposed that $2,000 would put them in sufficient repair, $6,000 would provide a small library, philosophical apparatus, specimens for the illustration of the natural sciences, etc. $12,000 would pay the salaries of twelve professors, six for each Inititute, and $2,000 would provide them with dwelling houses, leaving $3,000 for contingencies.

The mode of instruction should be by lectures, with subsequent examination; recitations in classes; model schools, etc. Each professor should deliver at least one lecture to the whole number of students every week, and meet a class for recitation twice each day.

The sciences taught might be Grammar, Geography, History, Mathematics, Chemistry and Mineralogy, Natural History and Botany, Moral Philosophy, with the Evidences of Christianity, etc. It is not meant that these branches, or any other that might be added, should be taught in the ordinary manner, as if to mere learners for their own benefit, but that instruction in them should be coupled with directions for the best manner of imparting them to others. For instance, the best text-books should be pointed out, the kind and manner of obtaining the necessary apparatus and performing the simpler experiments explained, etc.

Thus the most important branch would, as it should, be *the art of instruction.* Knowledge in other arts and sciences should only be imparted as incidental and secondary. This could be accomplished by forming the scholar teachers themselves into model schools, and while adding their store of general knowledge, enabling them also to impart it with full benefit and effect to others. In this way the correct principle of the classification of pupils—the modes of stimulating industry and rewarding merit—the best kind of school books—the use of the blackboard and other school-room aids, could be made known; and in six or even three months a teacher of the most limited qualifications, but possessing ordinary intelligence, could be improved into a highly useful instructor.

The expense of the teacher would be very trifling. On the supposition that he could only spare three months from his school in each year, the cost for that time need not exceed thirty dollars, viz: twelve weeks, board at two dollars per week, and six dollars for traveling expenses. Two such courses would add so much to his usefulness, that the Districts generarally would soon find their advantage in aiding their teachers to attend the Institute.

Each Institute could easily afford instruction to one thousand persons in the course of the year; and would in this way soon improve the whole body of teachers in the State.

To teachers attending a certain time, passing an examination, and sustaining a good moral character while at the Institute, a diploma should be given, with a certificate of the exact grade of professional qualifications possessed. These would secure employment to the possessors, and prevent the necessity of an examination by Directors, very much to their relief and the benefit of the system. The hope of obtaining such a passport to confidence and employment would, undoubtedly, form a strong inducement to enter the Instituion.

Five Practical Institutes would be capable of affording instruction to 2,500 students at one time. Of these, the one-half (1,250) would usually complete their course each year. If even the one-fourth of these annual graduates should devote themselves to the business of instruction, such a regular and continued accession to the body of teachers would form an abundant supply. The rest might apply themselves to other pursuits, and enrich the community with their knowledge in every branch of business.

Fifteen years later, August 5, 1853, Dr. Burrowes made the following report to the Pennsylvania State Teachers' Association, at a meeting held in Pittsburg, urging the great need of State Normal Schools. It is a very forcible statement of the case, and will be new and suggestive to many of our readers, not one of whom, in all probability, has ever read it.

REPORT ON STATE NORMAL SCHOOLS.

At this period in the progress of general education, it is not deemed necessary either to describe the institution in question at much length, or to adduce, formally, reasons in support of the right of the State to effect its establishment.

A Normal School, as now universally understood, is a public institution in which the school teacher is duly instructed in his profession, and prepared for the proper discharge of its active duties.

Almost every State in the civilized world, which recognizes intellectual and moral culture as necessary to the proper discharge of social duty, has founded and now supports, as an essential institution of government, schools of this class. Two years ago there were in the Old World 264 such institutions, and there are now probably a larger number; the tendency towards their establishment being general, without a single instance of abandonment being known. Giving them in the order of time in which they were founded in Europe, Prussia has 51; Hanover, 7; Wirtemberg, 7; Baden, 4; Austria, 11; Bavaria, 9; Saxony, 10; the lesser German States, 26; France, 97; Holland, 2; Belgium, 2; Denmark, 2; Sweden, 1; Scotland, 2; Ireland, 1; England and Wales, 23 schools.

In North America there are eight Normal Schools established by State authority, and supported by public means, viz: two in Canada, three in Massachusetts, one in New York, one in Connecticut, and one in Michigan.

This harmony of action on the part of educating governments, would seem to settle all questions as to the right, as well as the policy of the State in establishing Normal Schools.

With us here in Pennsylvania, this right may be said to rest specially on three grounds: 1st. On the constitutional injunction for the establishment of schools throughout the State. 2d. On the general necessity of instruction for the *prevention* of crime. And 3. On the duty of instructing the citizen so as to fit him to perform the public duties which are incumbent on every member of a Free State. For, if the "establishment" of schools for these purposes or any of them be a public duty, it requires no argument to arrive at the conclusion, that the preparation of teachers for them is also a public duty; since it were difficult to realize the full idea of a school without a fit teacher.

The right, then, whether based on the practice of other States, or deduced from the nature of our own, would seem to be plain. But the *policy* of exercising that right must have heretofore been, and may yet be, thought questionable amongst us.

What else can have placed Pennsylvania, that used to lead in all projects for human amelioration, so far behind in this? She, whose very soil was honestly bought from its Indian owners; who was among the first to assert the uncontrollable rights of conscience; who applied her first liberated energies to the abolition of slavery; who led the way in rendering mild her penal code, and reforming her prison discipline. Pennsylvania, that expended forty millions for internal improvements in twenty, and fifteen millions for public education in eighteen years—that she, who has thus ever been honest, humane, liberal and broad-minded, should have stopped short and failed, by the expenditure of a few thousand dollars, to render her system of education complete, and thereby all her other reforms effective and her outlays profitable, is truly a strange state of affairs, and one for which there must be some adequate cause.

As the results of this cause are grievous, it is time that its nature should be ascertained, and the corrective applied. And what combination of circumstances can be more grievous than that by which we see ourselves surrounded! Of the 500,000 youths of the State who are of an age to attend school, at least one-half are without proper instruction, though nominally on the roll of the common schools. Of the $1,500,000 of school tax and State appropriation now annually expended in support of those schools, the same proportion at least, is little better than thrown away. And, in the mean time, our noble common school system bears the blame of this almost incalculable loss of youth's best hours, and of this vast outlay of money.

Yet that system is not blame-worthy. But they are deeply blame-worthy who have abandoned this noble fortress against ignorance and vice, to the equal chance of being garrisoned by ignorance as by knowledge—by vicious tendencies, if not by vice itself—as by virtue.

And who are they? For if they can be ascertained, they can probably be so operated on as a class, as to induce or compel them to amend their ways and apply the remedy; the evil being by all admitted to be the want of properly qualified teachers, the remedy their due professional preparation.

In the first place, they are neither the first originators nor the chief administrators of the system. The following extracts from reports will settle this point:

"The men who are entrusted to form the minds of the youth of this country, and to direct their expanding energies, should be classed as a profession of the highest order. Their labors are great; their services are valuable; and therefore their reward should be so liberal as to attract the best talents. It is a melancholy truth, that in most parts of this country, even in New England, the occupation of a school-master yields less profit than that derived from the humblest mechanical labor. In many places the schools are taught by those who accept ten or twelve dollars per month for their services."—Report of the Committee on Education, H. R., 1833; J. G. Clarkson, Chairman.

"But the chief preparatory step is unquestionably the formation of teachers; and on this highly important subject the information collected by your committee is ample. Wherever systems of common schools exist, there is but one voice on this head. Seminaries for the instruction of teachers are as important as medical schools for physicians. Under the proposed system a large supply of teachers will soon be wanted, and these *must* be properly formed for that vocation. They *must* be taught the art of well-governing a school; they *must acquire* the knowledge necessary to be communicated, and the art of communicating that knowledge."—Report of Committee on Education, H. R., 1834; Samuel Breck, Chairman.

Such were the views of the Legislative Committees who framed our present common school system; and they are sustained by the experience of the Superintendents since charged with its administration, who, if they agreed in little else, concurred on this point.

"The low reputation of the common schools, which is the only reason why they are not resorted to by those who can afford better, is not owing to the *system*, but to the *teachers* employed to carry it into effect. They are generally ill qualified, worse paid, and not at all held in that estimation which those to whom is entrusted the formation of the minds of youth so eminently deserve. Teachers then, well qualified, well paid, respected, *professional* teachers, are the chief want of the system. That want is its main defect. Teaching should be a *profession*—the business of a life—and should be prepared for and paid for accordingly. One year or six months, or even three months, spent by a person of common acquirements in an institution for the preparation of common school teachers, under well qualified professors, would work wonders. $10,000 a year appropriated to the establishment of two such institutions, would soon produce a complete revolution in the art of teaching. Such an appropriation is most earnestly and respectfully recommended."—Superintendent's Report (his own) to the Session of 1835-6.

"The chief defect of the system is undoubtedly the want of good teachers. This, though not so severely felt during the first years of the system, is now daily becoming more obvious. It *must* be provided for if the common school method of instruction is to be continued. The chief remedy is the establishment of institutions for the preparation of common school teachers. They form the only hope of the system."—Superintendent's Report (his own), 1836-7.

"The want of more and better teachers is by far the greatest difficulty of the system. Without them it cannot long retain the degree of public favor now possessed; and with them, its capacity for usefulness will only be limited by the necessities of the rising generation. The means of supplying this last and greatest want, have occupied much of the thoughts of the Superintendent. He has deliberately and unhesitatingly come to the conclusion that the best mode is the establishment of separate Free State Institutions for the instruction of Teachers."—Superintendent's Report (his own) 1837-8.

"One of the principal obstacles which have retarded the progress of the system, is the want of an adequate number of teachers in our primary schools. The establishment of these seminaries (Normal Schools) is an object worthy the attention of the Legislature, as a valuable means of laying the sure foundation for supplying all our primary schools with an adequate number of teachers." — Superintendent Shunk's Report, 1839-40.

"The complaint comes from all quarters, that it is difficult and often impracticable to secure the services of a sufficient number of competent teachers. This deficiency demands attention, and it must be supplied before common schools can accomplish all the benevolent and patriotic purposes for which they are instituted. The most obvious and direct means of providing competent teachers, is by the establishment of seminaries for their instruction."—Superintendent Shunk's Report, 1840-41.

"Seminaries for instructing teachers in the art of governing schools and communicating instruction, are among the most important improvements that are furnished by the example of other States and countries, in which the greatest advances towards perfection have been made in common school education. The establishment of such institutions is respectfully recommended to the Legislature; for their direct tendency is to elevate the standard of education; to improve our schools, and to add to their usefulness."—Superintendent Shunk's Report, 1841-42.

"It is cheerfully admitted that Normal Schools, or institutes for the education of individuals desirous of engaging in the occupation of school teachers, are decidedly the best, and would furnish to the public advantages superior to any other plan which it is believed could be adopted."—Superintendent Parsons' Report, 1842-43.

"The establishment of Normal Schools, or seminaries for the education of teachers, has been frequently recommended to the Legislature by my predecessors, and plans proposed for their organization. It is not necessary in this place to repeat these recommendations, further than to say that the necessity of some provision for the education of teachers, must be apparent to every one who devotes a moment's reflection to the wants of our system."—Superintendent McClure's Report, 1843-44.

"The immense importance of having well educated, moral and intelligent instructors of the youth of the country, ought to engage the attention of every good man in the community. A matter of such great responsibility ought not to be committed to any but those who possess a fair degree of competency to discharge their duties in a responsible manner."—Superintendent Miller's Report, 1845.

"But the great practical evil of the system, is the employment of incompetent teachers. It is, in fact, a profession which ought to stand as high in the estimation of the community as any other."—Superintendent Miller's Report, 1846.

"The great practical defect in the operation of the system, as was observed in the last annual report, is the employment of imcompetent teachers. The remedy for this is a more rigid examination of the applicants for certificates of competency and character, the payment of a more liberal compensation, and keeping the schools longer in operation."—Superintendent Miller's Report, 1847.

"*A teacher should himself be taught.* He should be educated for the profession of teacher, with at least as great care as is required in any other trade, occupation or profession. He should not only be acquainted with the rudiments of English education and the best mode of imparting instruction to the pupil, but he should be disciplined in sound morals, in correct habits, and in the control of his own passions, before instruction to the scholar can be useful. While such a result cannot be speedily effected, and might be deemed by some hopeless, it should be a standard, to which a close approximation might be made, highly desirable to every friend of education."—Superintendent Haines's Report, 1848.

"Such has been the improvement in the art of teaching, that few of those who offer themselves as instructors in the public schools, although well educated, are conversant with the system of instruction pursued in the best reguiated schools. Hence it is that Normai Schools have been established in many of the States, for the purpose of affording to those who incline to that employment, the opportunity of becoming familiar with the most improved plans of education. It is deemed unnecessary to dwell on the merits of these institutions; they have been established in other States, and their benefits have made, and are making, a radical improvement in every essential of a well-ordered school. Those who have witnessed their effects upon teachers, upon the character and condition of the schools, and their tendency in removing prejudice from the public mind, consider them the most powerful agents for good of any that have been adopted. Their object is to make teachers. Through these institu-

tions teaching would become a profession."—Superintendent Haines's Report, 1849.

"*Incapacity of teachers* is the principal subject of complaint. You may provide any amount of money for educational purposes; you may expend it in the erection of school-houses and in the establishment of schools without number; you may fill the school-houses with scholars, and provide the scholars with books; still your legislation will prove profitless, unless provision be made to secure the services of properly qualified teachers. Under an auspicious public confidence, they (Teachers' Seminaries) would make teaching a *permanent* occupation by elevating its character, and creating and inspiring a professional feeling among teachers, and an enthusiastic attachment to their profession."—Superintendent Russell's Report, 1850.

"One great obstacle, however, to the success of the system, and which has, more than any other, retarded the prosperity of the schools, is the *general incompetency* of the teachers employed. For years this has been the burden of the people's complaint to the Department. It would be better far, however lamentable and mortifying the necessity, for the State to abandon altogether her superintending care of the system, and withdraw her annual appropriations, than that the public funds should be wasted upon teachers, themselves entirely *untaught*. To give efficiency to the *teaching department*, which all must admit is the main pillar of the system of popular education, a suitable institution must be provided by the Legislature. Such institutions can no longer be regarded as doubtful experiments; their utility has been fully tested in other States. The supply of *competent* teachers, which a proper institution would provide for our public schools, would guarantee to the scholar such progress in the acquisition of knowledge as to demand, on the part of the State, remunerative compensation to the teacher."—Superintendent Russell's Report, 1851.

"I now beg leave to call your attention to the subject of providing competent teachers, which I regard as by far the most important consideration, affecting the success, efficiency and prosperity of the common school system. The opinion seems practically to prevail, in many districts, that the teacher, like the ancient idea of the poet, is born. The rudest material—persons either unfit for, or casually out of employment—without any previous preparation or training, and looking to the situation of school teacher as the mere means of support while the necessary time is consumed in obtaining some other occupation, are, in very many instances, employed in our public schools. The effect is to render useless, and even a mere burden, the maintenance of such schools, to waste the valuable time of the pupil, to degrade the profession of the teacher, and, in fact, more than any other cause, to defeat the efficiency of the system and thwart the hopes of its friends. Teaching should be, properly, a distinct substative profession, for which the professor sha be prepared by a due course of previous i struction. It should be a pursuit, as properly is, requiring peculiar fitness a refined skill. That a very large proporti of our teachers are so qualified is unque tionably true, and they may be said to b the source of whatever of vigor our systen possesses. How, then, shall this grea *desideratum* of competent teachers throughout the State be obtained? The establishment of Normal Schools has been repeatedly urged upon the attention of the Legislature by my predecessors, and the experience of other States where they have been established settles the question of utility. The importance of previous education and of training in the art of teaching, to make competent teachers, is self-evident. Schools specially established for this purpose wil necessarily promote this end."—Superintendent Hughes' Report, 1852.

When to this unbroken testimony it is added that every one of these reports was either generally or expressly endorsed by the Governors for the time being, and strongly urged upon the favorable attention of the Legislature, there is presented a uniformity and an array of official opinion not often concentrated upon the same point These extracts have been the more willingly indulged in, as they present the subject in a much greater variety of light than the committee could have imparted to it, independently of their official authority. They generally concur both on the point of the want of more qualified teachers and of the duty of the State to establish institutions for their preparation. It is truly unfortunate, however, that here all unanimity of opinion ceases, and that each officer, when proposing the kind of institution, or specific means for the removal of the evil, which he prefers, differs from all the others in the details of his plan. It is now profitless to inquire what influence this unfortunate difference in detail may have had in preventing all legislative action on the subject; but it is fair to admit that there was little encouragement for the law-makers to commence the structure, when those who ought to know most on the subject could not agree upon the plan.

Still it is neither Superintendents, Governors nor Legislators who are the most to blame in permitting our noble system so long to languish for want of that spirit which good teachers alone can infuse into it —so long that many of its first friends have almost lost heart, and its enemies—for enemies it has, neither few nor uninfluential —begin to taunt them with this, its mere incompleteness, as if the failure thereby produced were a radical, incurable defect in the system itself.

It is the *people*, and most of all the *teacher*

themselves, who are the most to blame in this matter, and until they shall arouse and demand the application of the proper remedy, it will not be applied. Why they have not heretofore demanded it, in the right quarter and in the right tone, it is not difficult to comprehend. Why they should fail of success when they shall now so demand it, it is not easy to imagine.

Heretofore many of the teachers of the State were not aware of their own deficiencies, nor of their need of improvement. But the best step in knowledge is the conviction of our own ignorance; the next, the determination to remove it. The apathy which so long enwrapped in its sleepy folds many teachers, not only deprived themselves of the knowledge of their own condition—of the power to help themselves—but also paralyzed the efforts of others who were laboring to break the spell. In this way alone can the long inaction of the one class and the failure of the other be accounted for. The present Association is, however, full proof that the profession is at last awake. Let the first act of their awakening be the prompt and united demand for preparation, at the hand of the State, for the discharge of those momentous services which the State demands at their hands.

If teachers do not make this demand, and press it on to success, no other class in the community will. This seems to be the law of our being—at least of our American being—that that which is of great, though mere public concern, rarely attracts the attention of the law-making power, unless urged by some connection with private interest; while the project to incorporate a railroad company or bank, however influential it may ultimately be upon public interests, uniformly owes its origin and success to private cupidity, enterprise or interest. So it must be with the improvement of teachers. They must take their own business into their own hands, and no longer rely on the hope that the people or the Legislature will, from motives of public policy or duty, accord the means of success.

How shall they proceed in effecting it? The readiest and the usual mode is by plain but respectful demand, in the form of a memorial, to the Legislature. Of the 11,713 teachers who were reported last year to be in the employment of the common school system of the State, which number must now be at least 12,750, including those of the city and county of Philadelphia, if one-fourth were to circulate a memorial of this kind, and each obtain 20 signatures to it, here would be an aggregate of over 60,000 voters of Pennsylvania, and no Legislature would fail to attend to a request thus backed.

That they need this preparation for their professional duties all now admit. That it will be of incalculable advantage to the youth of the State is manifest from the results produced wherever it has been tried. In our own State the controllers and directors of the public schools of the city and county of Philadelphia, despairing of the speedy establishment of Normal Schools by State authority, several years ago founded one for the education of their own female teachers, and they now have, in full fruition, an institution of vastly more benefit than even the far-famed Girard College. It is doubted whether even their noble Male High School can compare with it in enlarged and diffusive benefit, except in so far as it also prepares teachers for the public schools. For, though society is indirectly benefited by the proper training of each of its members for the other avocations of life, it is more directly and vastly benefited by the thorough training of the teacher. The "increase" in the one case may be "four-fold;" in the other it exceeds the "hundred-fold."

There is also in the present condition of the teachers of Pennsylvania a peculiar fitness for the application of means for their improvement. Unlike the Northern and Eastern States, we have, comparatively, few persons among us now who assume the character of teacher for some merely temporary purpose. Such there still are, and their number is decreasing. On the contrary, the great body of our teachers consists of young men and young women who look to teaching as a permanent occupation, and the proportion of such is annually growing larger as the compensation and respectability of the employment are increased. Such persons are the proper material for improvement by means of adult Normal Schools, and they will form the fit predecessors of the future generation of teachers, prepared by means of these same schools, from early youth, in all the duties of the profession. It is no extravagant estimate to say that fully one-half of our present common school teachers, or 6375, are of this class, and that a short course of instruction in a Normal School would not only confirm them for life in the profession, but double their usefulness and efficiency.

And this—the retaining in the profession of our present young, willing and promising teachers, and the fitting of them for more enlarged usefulness—is a consideration that should be the primary one in all plans and in all legislation on the subject. If it were practicable, it would not be honest, so to arrange the standard of qualification as to throw these out of employment. The ideal standard, it is true, might at once be elevated far above their ability to reach; the effect of which would be the closing of the schools while others of the higher rank were in the course of preparation. Hence, fortunately, it is neither desirable nor possible to be unjust. The true course is to improve those who are now in the profession, to the utmost of their capacity, without closing the schools; and in the meantime, to carefully raise up and train a generation who shall be their fit and worthy successors, in the ever onward progress of improvement.

It may be supposed that we should state some plan of the institution in detail, which the present condition of the system requires. But this we decline doing. What we want now is the establishment of Normal Schools; not a discussion or contest about details. An incident in the educational history of the State will be in point here: During twenty years before the passage of the first Common School Law of April, 1834 (a date which should be taught our youth, as of the same class with those of the first settlement of Pennsylvania, the birth of Washington, and the Declaration of Independence,) year after year, and session after session of the Legislature, the friends of education demanded, and members of the Legislature differed about the details of, a law for general education. The very desire at once to produce a perfect system actually prevented the passage of a law for the establishment of any. But during the session of 1834-35, a few intelligent, determined men broached the idea that the *kind* of common school law was of little moment in comparison with the fact of the passage of any; wisely concluding that even a defective one could be made the basis of a good one, by amendment, while the ever-receding hope of obtaining a perfect one would lead to nothing. So the crude and almost unintelligible act of 1834 was passed, and behold the result! In 1836 it was amended; and now it only needs Normal Schools to render it the glory of our State, and the best in the Union.

Let us learn wisdom from this lesson. Let us say to those in power: "Only give us Normal Schools. With you is the right to arrange details as to number, location, number of faculty and branches, and terms of admission. You have the light of other Normal School countries and States before you. You have, in the bill on the subject, drafted by the late intelligent Superintendent of Common Schools, a plan probably as good as any that can now be devised to commence with. Let us have institutions of some kind for our improvement; and we shall endeavor to show you that we know how to use them to the public advantage."

If teachers and friends of general education go before the Legislature in this united and becoming spirit, the Committee are confident in the hope that the year 1854 will be forever distinguished, in the annals of Pennsylvania, as that in which effectual means were first adopted to make the Common School teacher worthy of the Common School System.—*From Pennsylvania School Journal for September 1853.*

The following is the text of the law as written by Dr. Burrowes, the fourth section having been added after it passed into the hands of the Senate Committee on Education. Many teachers, students, and others interested in the Normal Schools having never seen the law und which they are organized, we give it matter of unusual interest in this conne tion:

THE STATE NORMAL SCHOOL LAW.

An Act to Provide for the due Training o Teachers for the Common Schools of th State of Pennsylvania.

SECTION 1. *Be it enacted by the Senate an House of Representatives of the Commonwealt of Pennsylvania in General Assembly met, an it is hereby enacted by the authority of the same* That for the purposes of the following act, th counties of Delaware, Chester, Bucks and Mont gomery, shall form the First Normal Schoo District; Lancaster, York and Lebanon, th Second; Berks, Schuylkill and Lehigh, th Third; Northampton, Carbon, Monroe, Pik Luzerne and Wayne, the Fourth; Wyoming Sullivan, Susquehanna, Bradford, Lycomin and Tioga, the Fifth; Dauphin, Northumbe land, Columbia, Montour, Union, Snyde Perry, Juniata and Mifflin, the Sixth; Cumbe land, Adams, Franklin, Fulton, Bedford, Hu tingdon and Blair, the Seventh; Centre, Cli ton, Clearfield, Elk, Potter, M'Kean, Jefferso Clarion, Forest and Warren, the Eighth; Can bria, Indiana, Armstrong and Westmorelan the Ninth; Washington, Greene, Fayette an Somerset, the Tenth; Allegheny, Butler an Beaver, the Eleventh; and Lawrence, Merce Venango, Crawford and Erie, the Twelfth.

Sec. 2. That when any number of the citize of this State, not less than thirteen, shall, contributors or stockholders, erect and establis a School for the professional training of youn men and women as Teachers for the Commo Schools of the State, in accordance with th provisions of this act, such School may becom entitled to its benefits, in the manner herei after set forth: *Provided, however,* That n more than one such School shall, at the sam time, become and continue to be entitled such benefits in each of the foregoing Norm School Districts; and that this act shall n take effect till at least four such Schools, in many different Districts, shall have complie and been recognized in accordance with th provisions of this act.

Sec. 3. That the pecuniary affairs of each said Schools shall be managed, and the gener control exercised by a Board of Trustees, (who officers shall be a President and Secretary wh shall, and a Treasurer who shall not, be me bers of said Board,) to be chosen by the co tributors or stockholders on the first Monday May annually; but no contributor or stoc holder shall have more than five votes at th election of trustees; and no religious test qualification shall be required, to entitle an one to become a contributor, stockholder, tru tee, professor or student in any of said School

Sec. 4. That after the said Schools shall ha been recognized under the provisions of th act, it shall be lawful for them to receive, ho and use, under the direction of their Truste aforesaid, any devise, bequest, gift, grant endowment of property, whether real or pe sonal, which may be made to them; and th same shall be so applied by the Trustees shall, in the opinion of a majority of them, i

crease the efficiency and usefulness of said Schools, subject, however, to any terms, conditions or restrictions which may be attached to such devise, bequest, gift, grant or endowment, not inconsistent with the spirit and purposes of this act; and the said Trustees shall have authority to bring suit in their names as trustees, and do all other things necessary for the recovery, use and application of the same.

Sec. 5. That the Trustees of each of said schools, after being recognized under the provisions of this act, shall annually in the month of June furnish, under oath or affirmation of the President of the Board of Trustees, to the Superintendent of Common Schools, a full account of its pecuniary condition, showing income and debts, if any, salaries and other expenses, and dividends declared, together with the number of students admitted and graduated, the branches taught, the apparatus procured, the improvements effected, and the changes made during the preceding year, and such other information as said Superintendent of Common Schools may, from time to time, by his general circular to all of said schools, require to be furnished; and each of said schools shall always be open to the visitation and inspection of said Superintendent of Common Schools, and of the County Superintendents of all the counties within its Normal School District.

Sec. 6. That to entitle it to the benefits and privileges of this act, each of said Normal Schools shall possess the following requisites:

1. Suitable buildings as hereinafter provided, and an area of ground appurtenant thereto, of not less than ten acres in one tract, the whole of which shall be prepared and used as a place for gymnastic exercises and healthful recreation by students, except so much thereof as shall be necessarily occupied by the buildings, botanical and other gardens, and such other purposes as shall be plainly promotive of the great objects of the institution.

2. The buildings shall contain a hall of sufficient size to comfortably seat at least one thousand adults; with class rooms, lodging rooms and refectories for at least three hundred students; all properly constructed and arranged as to light, heat and ventilation, so as to secure the health and comfort of the occupants, with proper provision for physical exercise during inclement weather.

3. Each school shall contain a library room for the accumulation of books for the free use of the students, a cabinet for specimens and preparations, to illustrate the natural and other sciences, [and] such apparatus and philosophical instruments as are indispensable for the same purpose.

4. Each School shall have at least six Professors, of liberal education and known ability in their respective departments, namely: One of Orthography, Reading and Elocution; one of Writing, Drawing and Book-keeping; one of Arithmetic, and the higher branches of Mathematics; one of Geography and History; one of Grammar and English Literature; and one of Theory and Practice of Teaching; together with such Tutors and Assistants therein, and such Professors of Natural, Mental and Moral Science, Languages and Literature, as the condition of the School and the number of students may require.

5. The Principal of each Normal School shall be a Professor of such one of the six indispensable branches as may be assigned to him by the Trustees, and he shall be charged with the whole discipline and interior government of the School, in conformity with such regulations as shall, from time to time, be adopted by the Trustees, and approved by the State Superintendent of Common Schools.

6. Each School shall have attached to it one or more Schools for Practice or Model Schools, with not less than one hundred pupils from the children of the vicinity, and so arranged that the students of the Normal School shall therein acquire a practical knowledge of the Art of Teaching under the instruction of their proper Professors.

7. The qualifications for admission in, and the course and direction [duration] of the term of study in all the Schools, shall be such as shall be approved by and at a meeting of all the Principals of the Normal Schools then recognized under this act; such meeting to be called from time to time, as he may deem expedient, by the State Superintendent of Common Schools, and to take place at one or other of the Annual Examinations hereinafter provided for, except the first meeting, which shall be held at such time and place as he may indicate; and at such meetings the acts of the majority of the Principals shall be binding on all the Schools in reference to the qualifications for admission and the course and term of study, when approved by the State Superintendent of Common Schools.

8. The Text Books to be used in each of said Schools shall be such as may be selected by its proper Professors, with the approbation of the Trustees thereof.

9. Each of said schools shall admit when required, and retain during the whole term of study, if so long they behave themselves well, one student annually, alternately male and female, from each Common School District within the counties composing its Normal District, at a cost of not more than five dollars each for the term or quarter of eleven weeks, to be paid in advance by the Board of Directors sending them; said students to be selected after public examination by said Directors from amongst those, if males, of the age of sixteen or upwards, and if females, of not less than fourteen years, who manifest a desire and a capacity to exercise the Profession of Teaching, preference being always given to those of the best moral character, most studious habits and greatest proficiency in knowledge; but no one to be so admitted unless proficient in all the studies required for entrance into the Normal Schools by their general regulations, adopted under article seven of this section.

10. Students other than those admitted on district account, to pay such sum for tuition as the Trustees shall determine; but in the admission of such students the preference always to be given to such as are designed for the Profession of Teaching, and as between private and public students, a like preference to be given to the latter in case of insufficiency of room to accommodate all who apply; and no difference in the charge for boarding and lodging to be made in favor of any class of students.

11. Teachers who shall have taught a Common School in their proper Normal District

during a full school term of their Common School District next preceding their application, may be admitted for any term not less than one month into their proper Normal School, at a charge for instruction not to exceed two dollars per month; and shall pay the same price for boarding and lodging, if there be room for them, as other students, and shall have the same care and facilities for study in proportion to their advancement.

12. Examinations for graduation shall be made in each Normal School by not less than three nor more than five Principals of the Schools recognized under this act, who shall annually be designated for that purpose by the State Superintendent of Common Schools, and assemble in each School at a time to be designated by him; and said Annual Examinations shall take place in the presence of the Superintendents of all the Counties embraced in the proper Normal School District.

13. The Faculty of each Normal School shall have the power to expel any student attending on district account for improper conduct; which expulsion and the cause of it shall forthwith be certified in writing by the Principal to the Directors of the district from which the expelled student was admitted; whereupon such Directors shall have the right to supply the vacancy thus created.

Sec. 7. That when the Trustees of any School desirous of claiming the privileges of this act shall make application to the State Superintendent of Common Schools, it shall be the duty of the Superintendent of Common Schools, together with four other competent and disinterested persons, to be chosen by him with the consent of the Governor, and all the Superintendents of the Counties in the Normal School District in which such School shall be situated, on receiving due notice from the Department of Common Schools, personally and at the same time, to visit and carefully inspect such School; and if, after thorough examination thereof, and of its by-laws, rules and regulations, and of its general arrangement and facilities for instruction, they or at least two-thirds of them shall approve the same, and find that they fully come up to the provisions of this act, in that case and in no other they shall certify the same to the Department of Common Schools with their opinions that such School has fully complied with the provisions of this act, as far as can be done before going into operation under this act; whereupon the State Superintendent shall forthwith recognize such school as a State Normal School under this act, and give public notice thereof in two newspapers in each county in the proper Normal School District, and thenceforward this act shall go into full operation, so far as regards such school, without any further proceedings: *Provided however*, As hereinbefore set forth, that no such notice shall be given until at least three other Normal Schools, in as many different Normal Districts, shall have been similarly inspected, approved and certified to the Department of Common Schools; and if upon due inspection any School so applying shall be found insufficient under this act, said Board of Inspectors shall so report to the Superintendent of Common Schools, who shall thereupon inform the Trustees thereof of such adverse report.

Sec. 8. That if two or more Schools apply the same District to be recognized under tl act at the same time, all of them shall be v ited in the manner prescribed by the next p ceding section, and the one found to possess t largest and best accommodations and arran ments, to give effect to the purposes of this a shall be preferred, and so certified, if it fu come up to the requirements of this act; an two or more Schools in the same District found to possess equal accommodations a arrangements fully up to the requirements this act, in that case the one nearest to the ce tre of the proper Normal District shall be pr ferred, and certified for recognition to the D partment of Common Schools; and if one more of the Schools thus applying for recogn tion give notice to the Department of Commo Schools, with reasonable assurance that it they are not now ready for inspection under th seventh section of this act, but will be withi the term of six months from and after the dat of such notice, in that case none of the Appl cant Schools shall be inspected in such Distri till such time within said six months when a shall be prepared for inspection, when like pr ceedings shall take place as have been pr scribed in the preceding part of this and tl seventh section.

Sec. 9. That the Board of Principals who sha examine the candidates for graduation in ar of the Normal Schools under this act, shall iss Certificates, to be signed by all of them, to such students of the full course as two-thirds the Board shall approve, setting forth express the branches in which each has been found du qualified, which certificates must embrace the branches enumerated in the fourth artic of the fifth section of this act, including tl Theory but not including the Practice of Teac ing, and may also embrace any addition branches in which the graduate was found pr ficient. Actual Teachers of Common Schoc in good standing who shall produce satisfa tory evidence of having taught in Comm Schools, during three full consecutive annu terms of the districts in which they were er ployed, may also be examined at the sar time and in the same manner with the regul students of their proper Normal School, and found equally qualified, shall receive certificat of scholarship of the same kind; and all t Certificates granted under this section shall received as evidence of Scholarship to the e tent set forth on the face of them, without fu ther examination, in every part of the Stat and whenever the holder of any Certifica under this section shall by study and practi have prepared for examination in any branch of study additional to those in such certifica he or she may attend the Annual Examinati of the Normal School of the District, and found duly qualified, shall receive a new Ce cate, setting forth all the branches in which, to that time, he or she may have been fou proficient; and thenceforth such enlarged Ce ficate shall also be evidence of Scholarship the extent of it, in every part of the State, wi out further examination.

Sec. 10. That no Certificate of Competence the Practice of Teaching shall be issued to t regular graduate of any of said Normal Schoc till after the expiration of two years from t

date of graduation, and of two full annual terms of actual teaching in the district or districts in which such graduate taught, nor to any Teacher who shall hold a full Certificate of Scholarship without having been a regular student and graduate, unless upon full proof of three years actual teaching in a Common School or Schools, nor in either case without the production of a Certificate of good moral conduct, and satisfactory discharge of the requisite duration of professional duty from the Board or Boards of Directors in whose employment the applicant shall have taught, countersigned by the County Superintendent of the proper county or counties; on the production of which proof and not otherwise, a full Certificate of competence in the Practice of Teaching shall be added to the Certificate of Scholarship, and of theoretical knowledge of the science of teaching already possessed, to be received as full evidence of practical qualification to teach in any part of the State without further examination: *Provided however*, That Practical Teachers who shall upon due examination, receive a Certificate of Scholarship, may at the same time receive a Certificate in the Practice of Teaching upon producing the required evidence of three years previous Experience in the Art of Teaching, and of good moral conduct.

Sec. 11. That no Temporary or Provisional Certificates nor certificate of any less degree of scholarship than that required by the ninth section of this act, shall be issued by said Board of Principals nor by the Faculty of any of said Schools; but the Principal of each of said Schools may certify in writing, to the length of time which Teachers may have attended under the eleventh article of the sixth section of this act, and the manner of their deportment while in attendance.

Sec. 12. That the students who shall graduate on district account in any of said Normal Schools, shall be liable to devote the next three years after the graduation, to the exercise of their profession as Teachers in the Common Schools of the District which defrayed the expense of their professional instruction, if so required by the respective Boards of Directors of such Districts, and at the medium salary or compensation paid in such Districts; and if not so required by their proper district, they shall devote said three years to the employment of teaching in the Common Schools of some other district or districts at such salary as may be given therein; and each of said students before admission to the proper Normal School, shall subscribe a written declaration of his or her intention to comply with the provisions of this section, which shall be deposited with the Secretary of the Board of Directors of the proper Common School District.

Sec. 13. That it shall be the duty of the Superintendent of Common Schools to prescribe all Forms and to give all instructions required for carrying this act into full effect; on all points not herein set forth in detail.

J. LAWRENCE GETZ,
Speaker of the House of Representatives.
DAVID TAGGART,
Speaker of the Senate.

Approved—The twentieth day of May, Anno Domini one thousand eight hundred and fifty-seven.

JAS. POLLOCK.

NORMAL SCHOOL LAW AND POLICY.

The following remarks and instructions from the Department of Public Instruction, written by Deputy Supt. Henry C. Hickok, accompanied the bill as it appeared in the official department of *The Pennsylvania School Journal* July, 1857:

In presenting the foregoing act to the Directors and Teachers of the Common Schools, and to the friends of educational progress throughout the State, it seems proper to offer some explanation of the policy of the measure at the present time, the effects that may be expected from it, and the mode of carrying its provisions into operation.

In regard to the general policy and expediency of Normal Schools for the professional training of Teachers, there never has been any difference of opinion amongst intelligent and well-informed educators. But whether these institutions should be established and wholly sustained and controlled by the State, or whether private liberality and enterprise may not be made very materially to aid the public in this enterprise, has for some time been a question; and this is the question to be decided by the fate of the act of assembly under consideration. For twenty-two years, and almost annually during that long period, the friends of our Common School System, both in office and in their private capacity, had been urging upon the Legislature "the establishment by the State, of professional institutions to train Teachers for the schools of the State." It is as needless to say that this application was without success, as it would be profitless now to attempt to ascertain the causes of the failure. It is enough to say, that at the commencement of the late session of Legislature there was no more prospect of success, than at any former period. Hence it became necessary, either to continue the old and hopeless application; to abandon the measure entirely; or to devise some other that held out promise of equal benefit, and seemed to be within reach of success.

Upon a survey of the existing elements for action on the subject, a most remarkable and promising state of affairs presented itself to view. Like all persons earnestly and honestly engaged in a good work, the Teachers and other friends of the schools, while on all hands crying aloud for help from the State, were found actively engaged in the attempt themselves. In every county there was an inquiry for Institutes, Academies, Normal Schools or institutions of any kind, in which the Teacher, while adding to his store of general knowledge, might also acquire the particular training proper to his profession. In some counties schools for this express purpose had been established and in operation with distinguished success and an overflow of students. In several others, similar institutions were

contemplated. But in all—hanging over the hopes of those already in existence as well as preventing the commencement of those in contemplation—was the fear that, at some future and perhaps early day, the State might establish schools of her own, and thus destroy these private institutions, not only as pecuniary investments but as professional and philanthropic enterprises.

At this juncture it was, that the idea presented itself of combining State authority with private enterprise, for the purpose of effecting an object which all admitted to be as urgent as it was indispensable. This is, briefly and generally expressed, the policy on which the present act is founded; and that it is a sound policy seems to be already to some extent manifested, by the movements in several parts of the State towards carrying the law into practical operation.

The *effects* of the measure when it shall be in full action, can, however, alone establish its full adaptation to the existing and the future wants of the schools; and though these can not now be certainly foretold, yet, keeping the imagination within the bounds of common sense, and deducing from admitted causes only their ordinary and legitimate results, certain conclusions are arrived at, which seem to justify all the hopes of the friends of the measure.

Its first effect—that of inspiring with confidence all engaged or desirous of engaging in the establishment of private Normal Schools, and of rallying to their support all the friends of free education—has already been stated. They have now certain and firm ground to stand on; and every advance they make will be sure and in the right direction.

It will combine, in a common effort for a great common object, all the friends of education in each district. From the least to the greatest, here will be an opportunity for each to throw in his mite, and thus make his contribution of effort, or patronage, or investment, tell to an amount of mental and moral per centage which can only be estimated by its effects on the hundreds of thousands of the rising generation and the millions of the future.

It will at once elevate the Teacher's calling to the true standard of a legalized profession, by conferring on the holder of its Diploma the right to exercise his vocation in every part of the State, and by exempting him from annual examinations, except when voluntarily submitted to for the purpose of acquiring a higher rank.

It will render uniform, all over the State, the standard of acquirement amongst the Teachers, and thus systematize and greatly elevate the course and degree of instruction in all the schools.

It will forever free from all danger of political connection or sectarian embarassment the professional training of the Teachers of the State; for the Trustees of each institution, while they shall be restrained within certain safe limits by th exercise of the moderate degree of publi authority to which they are subject, will b naturally led to avoid all influences an alliances that may operate against the tru interests and the best influences of their in stitutions.

Finally, requiring no aid from the publi treasury for their establishment, these in stitutions will rise up and go into operatio wherever there is a real readiness and de mand for their benefits; thus adapting them selves to and meeting the actual wants o the various quarters of the State, as fast a those wants shall become sufficiently press ing to demand supply. It is not, however to be taken for granted that those institu tions will *never* become the recipients o State aid. This is an honest and sagaciou Commonwealth, though somewhat slow t invest its means in untried and doubtfu enterprises. But when schools contemplate by the present law shall have been in actua operation sufficiently long to exhibit thei powers and prove their utility, the sam noble generosity which has devoted s many thousands of dollars to College and Academies, to the Farm School, t the care of the deaf and dumb, the blind an the lunatic, to the correction of the juvenil offender and the almost hopeless reformatio of the adult malefactor—will undoubtedl come to their relief and support, if needed For, is it not their aim to keep the innocen pure; to make the mentally blind to see; t cause the deaf ignorance to hear the word of knowledge; to educate labor so that i shall be intelligent as well as productive and to base the actions of all on the tru foundation of Christian virtue;—in a word to fill the schools and keep the jails empty When such public results shall be shown who can doubt the legislative policy, whic the public opinion of that day may sanctio and demand?

In considering the *results* of these institu tions, the inquiry may be made whethe the investment will be profitable—whethe the stock taken will yield a fair dividend This, of course, will be a secondary consid eration with all who have the heart to in vest their means in the enterprise. Stil there is no reason why such schools shoul not earn enough, if properly establishe and conducted, to pay their owners th usual dividend. Heretofore it was the cas in this State that no investment was mor precarious or unprofitable than that mad in Academies and Seminaries; but of lat years, such has been the increased deman for higher education, that wherever institu tions of this kind were rightly locate and ably and faithfully conducted, the have been profitable as well as honorable The same, or even a greater demand for in creased *professional* education now exist amongst Teachers. *Several thousands* ar annually needed for the common schools o the State. The facilities for their trainin

to not now furnish a hundred for every thousand needed. This increased and still increasing demand for better Teachers has greatly advanced the compensation given, and already enables them in larger numbers to expend the means required for their own improvement. There is, therefore, nothing in the nature of the proposed institutions, to forbid the reasonable hope, that they may be made to pay the interest of their cost, even in money. There is everything to render certain the more remote, but incalculable, dividend in social benefit.

The *mode* of carrying this act into effect, does not admit, here, of any specific explanation. Each locality will have its own controlling circumstances, which must be met by such expedients as shall effect the local object in view, at the same time that the requisites of the law shall be obeyed. Still, such remarks will be offered on it, section by section, as seem now to be pertinent; embracing, however, only those that are preliminary to or bear upon the first establishment of a school, and passing over, for the present, such as relate to its subsequent existence when in actual operation.

Section 1 divides the State into twelve Normal School districts, each of which is to have not more than one Normal School under the act. Two objects seem to have been in the minds of the framers of this section: The first, to have the districts as nearly equal in population (about 200,000) as possible; the second, to have a population as nearly similar in character, pursuits and language as practicable, in each. It was, of course, impossible to fully effect both objects; but to a considerable extent they have been secured, and the result will be promotive of the harmonious working and of the efficiency of the schools when in action. Several of the districts are necessarily large in territory. This was inevitable from the population basis. It will have, however, the helping effect of uniting a large number of weak counties in a common enterprise, which might be beyond the reach of only a portion of them; and in the course of years, as they fill up with people (to which desirable result good schools will greatly contribute) it will be easy to divide these districts, so as to meet the wants of their growth.

Sections 2, 3 and 4, relate to the corporate organization, government and general powers of the proposed institutions. They require no remarks, except that they are sufficiently specific on general points to effect uniformity among all the schools, while they leave minor details to the exigencies of each case.

Section 5 provides for the annual transmission of such information to the Superintendent of Common Schools, as shall put and keep him in possession of all the facts necessary to show the condition and operations of the schools established under the act. This is due to the government, inasmuch as they are in the exercise of powers of a grave public character, which should be constantly within the control of public authority. It is also essential to their own efficiency and success; for otherwise they might fall from their proper standard, and lose that degree of public confidence on which they must depend for public support.

Section 6, which prescribes the requisites to obtain the benefits of the act, is the most important at this time. These requisites are:

1. An area of not less than ten acres of ground for the buildings, etc. At first sight it may seem that this extent is unnecessarily large; but when the uses and importance of the schools and their destination for ages are duly considered, the wisdom of this provision will appear. It may also be objected to this feature, that it must necessarily prevent the establishment of a school under this act *in* a city or large town. Undoubtedly it will, and for good reasons. Neither economy of living, health, nor quiet will comport with the ordinary associations and disturbances of the interior of a large town. The *vicinity* of such a place or of a village sufficiently large to afford the other requisite accommodations, will be the most eligible point of location; and there alone can the required extent of ground be commanded.

2. The buildings are required to be capacious; and every one who has seen, even the feeble efforts at Normal Schools now in operation in this State, must admit that they are not too large. To raise an income sufficient to secure the requisite number and ability in the faculty of instruction and the other indispensable appliances of an efficient school, less than that derived from three hundred students will not be sufficient. So of a Main Hall: all who have attended the general lectures, periodical examinations and commencement exercises of such a school, know that a large Hall is indispensable; and, at this late day, it is unnecessary to urge the necessity of proper arrangements for light, heat, ventilation and exercise.

3. Among the required apartments are a Library and a Cabinet; leaving it to the future, but not taxing the means of the present, to fill them with proper books, specimens and instruments.

4 and 5. The indispensable Professors are merely of those branches now required by law to be possessed by every teacher, and no more; each institution being at liberty to add such others as its wants and means shall justify.

The 6th provides for a model school or school for practice composed of children from the vicinity. This may or may not be on the ground belonging to the Normal School; but it will be better if it is. A school of 100 pupils, in two or three divisions, will be sufficient to exhibit improved methods of teaching. It should be supplied

with the best furniture and all the necessary appliances for instruction.

The 7th and 8th paragraphs of this section require no remark now.

Of the 9th, it may be said, that though it is not expected to go fully into effect for some years, yet when it does, it will probably be found to be the most beneficial feature of the whole plan. In the meantime, such is the demand for Normal instruction, that private students will probably present themselves in sufficient numbers to fill the schools as rapidly as they shall be established. The remaining paragraphs of the section relate to the schools in operation.

Sections 7 and 8 prescribe the mode of obtaining the privileges of the act, after a school shall have been established, and explain themselves.

Though sections 9 and 10 also relate to the schools when in operation, yet they admit of some passing remarks here. In the first place, they prohibit the issuing of a certificate of practical knowledge of teaching, until the possession of that knowledge is manifested by actual trial and success, but permit the issuing of a diploma of sufficiency in the studies enumerated. This is as it should be. It at length makes the proper distinction between mere scholarship and professional skill; and on the part of the State it announces that no one shall become a permanent teacher unless professionally fitted for his office. In the second place, they enable the meritorious teacher already in the practice of his calling, to obtain a State Diploma from his proper Normal School, upon passing an examination in the same branches as its regular students and graduates. And thirdly, they provide for examinations in higher branches than those required by the present law, and the addition of these branches to the Diploma previously held; thus taking measures to secure a class of teachers for the higher schools, and holding out to all the opportunity to procure a State Diploma of any grade to which their merits may entitle them.

Of section 11 it need only be said that it prohibits the issue of provisional or temporary certificates of any kind, by the schools under this act; leaving them to the County Superintendents under the general practice as it now prevails.

Section 12 also relates to the future, when the 9th paragraph of the 6th section shall be in operation; and the 13th is only declaratory of the duty of the State Superintendent in carrying this act into effect.

The schools contemplated by this act will be of two classes: 1. Such as are now in existence, but require additions and modifications to bring them within its scope. 2. New institutions to be erected and established under its provisions.

To bring the first class within the act, the grounds will be in most cases have to be enlarged. This requires no remark. It is an indispensable condition, and the soo it is done the better. The next step will the enlargement and modification of t building or buildings,—for it is not to supposed that all the requisite apartme must be under one roof. This will depe on circumstances, and it will be within t meaning of the act if they are on the p scribed ten acres.

Before attempting the enlargement of buildings of this class, or the addition them of new, it will always save money well as promote the comfort and convenie of the school, to have a plan and specifi tions made by a competent architect. course the Faculty and the Trustees will the proper persons to decide *what* alte tions are to be made, but *how* they are to effected should be directed by a scient builder.

In the establishment of a new school und the act, several preliminary steps may taken, with good effect:

1. Consultation among the leading educ tionists of the district should take place, to the propriety and mode of commencir operations; and a part of the work shou be assigned to each in his own sphere vicinity.

2. If a prominent locality do not prese itself to the mind of all, so strongly as leave others out of view, means should taken to ascertain what encouragement t citizens at or in the vicinity of all the oth points thought of, will hold out to the pr posed school.

3. The Teachers in all the counties of t district and those desirous of qualifyi themselves for the profession, should be i duced to consider the project, and to exte to it their combined influence.

4. When public attention by these a other means, (amongst which articles in t local newspapers will be found the mo efficient,) has been sufficiently arouse meetings should be held in each of t counties, and in smaller districts when e pedient, in order to further enlighten t public mind on the subject.

By these and other means which each ca will suggest, an impulse may be given to enterprise, which, being undeniably in t direction of the wants of the times, is certain of success, as it is true that in th land of free thought and free effort, wh ever is right in itself and necessary for t public good, must succeed if properly tempted and faithfully persisted in.

Let all who contemplate action under th law, bear in mind that the success of eve private Normal School in the State, no m ter on how small a scale or with what hesi tion commenced, has far exceeded the ho of its originators; and that their plans, spite of themselves, have been continua enlarging, till nothing short of institutio of the rank and capacity now proposed se calculated to satisfy the demands of t system.

COMMENTS OF DR. BURROWES ON HIS NORMAL SCHOOL BILL.

[Editorial by Dr. Burrowes, in May No., 1857, of Pennsylvania School Journal.]

In this number of *The Journal* will be found the bill now before the Legislature for the encouragement and recognition, by the State, of schools for the professional education of Teachers, together with the report of the special committee of the Senate on the subject. Our readers will at once recognize this as the measure recommended by the State Superintendent, in his last annual report. Being a measure which marks an era in our school system, the project will command the attention and engage the close consideration of every friend of general education.

Year after year, ever since the passage of the first common school law, its advocates have been demanding the establishment of Normal Schools, founded by State authority and supported by State funds;—such as are in operation in several States of this Union, and in all the free school States of Europe. More than once, bills for this purpose were before the Legislature; but they always met with chilling neglect. Since the passage of the act of 1854, and under the reviving influences of the County Superintendency, this omission by the law-making power to furnish means to render its own law effectual has caused many to dispair of aid from that quarter, and set others to inquire whether it might not be obtained from some other source, yet still in such a manner to include the requisite degree of public authority;—all admitting that such authority was, to a certain extent, indispensable. But while inquiring minds were thinking on the subject, active minds and hands were at work; for in this country there is no such thing as a state of abeyance in such cases. Hence, private schools for the preparation of teachers were springing into existence, in every quarter of the State.

At this juncture it was that the State Superintendent,—with a wise forecast for the efficiency of the schools by means of properly qualified and properly authorized Teachers, and at the same time with prudent reference to the signs indicating the probable and safe direction of public opinion on the subject,—presented the project now put in form by the Senate committee; and the question is: Is it right? Should it pass?

For our own part, after as full and careful consideration of the whole subject as we ever gave to any matter, we have come to the conclusion that the plan is not merely the best that can be expected under the circumstances of the case, but that probably, if put into operation in the manner proposed in the bill, it will ultimately prove the very best that has yet been devised to effect the great object in view. It is needless, here, to state all the advantages and disadvantages of the purely State Normal School, and of the purely private Normal School, or of the combination of both which is now proposed. That branch of the subject has been nearly exhausted by the State Superintendent in his annual report. But there are certain other reasons in favor of the plan, which are also entitled to considerable weight.

The measure is self-adapting: Wherever the way has been opened—the ground prepared—the necessity created, for a school of the kind proposed, there and nowhere else can it arise, and there, as surely as established, will it be sustained. It will—to use the common phrase—be a development of the times. It will necessarily conform itself to the wants of the locality, and thus in the greatest possible degree effect the object of its origin. It will also, for the same reason, at once attract and retain the favor of the community around, for it will be their institution, within their control, and for their benefit.

The measure will be efficient: In the organization of State Normal Schools, there is always risk to be encountered in the selection of instructors and managers. Those having the control of this part of the work naturally look high or abroad for their men, who may or may not prove successful on trial. Whereas, in the organization of an institution of the kind now proposed, local talent and local experience—that talent and effort which have in fact originated and built up the institution—will naturally and rightfully fall into its places of authority; and it will go into operation less as an untried experiment than as the continuation of a proved instrumentality, and therefore with much greater chance of efficiency and success.

The measure will be expansive: The bill provides that when four institutions shall have been duly inspected and recognized, the law shall go into operation. Every one at all acquainted with the

educational condition of this State, knows that four such institutions, if now in operation under State authority, would at once be filled with students. This success would soon lead on to the founding of others, for there is now a very prevalent disposition among thinking men to invest a small portion of their means in aid of the educational movement of the day. Thus the plan would grow and spread by natural and easy efforts, till the whole State would be supplied. There would be no force on popular opinion by public authority. There could be no local jealousy, for each of the proposed districts had the matter in its own hands, and if remiss or hostile to its interests, its own would be the blame. This state of things and of feeling would soon lead to the proper result. How else could it be? for would not the moving power be the teachers, everywhere present and operating on parental love, which is the same all over the world?

The measure will be most beneficially stimulative: Hitherto intelligent capitalists, and many of the most accomplished teachers in the State, have both held aloof from the great common school movement. But here is ground upon which they can unite and both find scope for their means or their acquirements, and that, too, in accordance with their own plans, interests, and expectations. When by any means these two classes who possess, the one the material and the other the mental qualifications for usefulness, can be brought to unite their efforts with those of the mass of the friends of the system, a new and most important element of success will be stimulated into action.

The measure will be equalizing in its operation: If even two large *State* Normal Schools were now in operation in Pennsylvania, 400 graduates might be sent forth annually, of whom one-half (200) would possibly continue in the profession. These, from their superior training and advantages, would naturally assume a higher standing in the business than their less fortunate fellows. They would become a distinct and uncongenial class in the profession. But not so under the plan now proposed. Its schools being open to all, and opened in sufficient number to accommodate all who wished their advantages, a broad and high but a common level of acquirement would be established, upon which all might and therefore ought to stand, and below which none should be recognized. The result would be a *leveling up* of the whole profession to those attainments which are essential, and not the elevation of a few to some indefinite point beyond the average attainment.

Finally, *the measure will be Pennsylvanian:* If the bill become a law and go into full operation, this will be but another o those instances in which the cautious and prudent policy of our State will have obtained an advantage over her more rapid and impulsive sisters. Hers will be the honor of originating it, and of simplifying a department of common schoo operations which has always been one o difficulty in the commencement, and o complication in operation. She will thus merely by a prudent and well-timed arrangement of the voluntary agents at her disposal, have avoided a great expense solved an embarrassing educational problem, and effected an object of the highes importance. If the plan succeed, ten years will place her at the head of the Normal School States.

Other reasons might be given, but these have satisfied us of the propriety o the measure.

Some who read the bill carelessly or hastily may be at a loss to discover the points of actual connection between the schools it proposes to recognize and the common school system of the State. It may therefore be well to specify them. They are two, and are such as affect the system in portions most requiring some vitalizing remedy:

1. The authority conferred on the joint principals to examine teachers and to issue professional certificates or diplomas which shall be current in every part o the State. This is a wise and just feature. It places the teacher on a footing o equality with the member of every other learned profession, and enables him to show his diploma from an eminent schoo of his own profession. It may gradually supersede the present examinations by County Superintendents, and surely introduce uniformity of acquirement, into every part of the State. It will also greatly enhance the value of such a diploma, and render it as much more desirable than a County Superintendent's certificate, as the latter is more desirable than one granted after a directors' examination under the old law.

2. The authority given to each distric

in the State, to send one student annually to its proper Normal School, at a reduced rate. It is not expected that this provision will at once, or even soon and generally, go into operation. But when it comes, it is not difficult to imagine the stimulating effect. It will of course never come to pass, that every boy and every girl in the district will desire to be a teacher. But when it is known that this privilege depends on conduct and scholarship, it will be out of the usual course of human nature, if the few actual competitors for the appointment do not have scores of competitors for rank in standing and attainment; so that the beneficial result will probably be the same, as if all were actual competitors for the station as well as the honor.

And here, in conclusion, comes in a remark, not sufficiently often made nor fully appreciated. It is:—That preparation for the Teacher's profession—aye, and practice in that profession,—is as good a mode to prepare for the active duties of life, in all its departments, as any that can be named, if it is not the very best. What hundreds and thousands of our best and most successful men, in every avocation requiring accurate mental discipline and close application, have made their way to distinction through this portal! True, the profession, and probably the youth of the land, may have suffered some damage while they were qualifying themselves for distinction in this way; but this does not disprove the efficacy of teaching as a means of mental discipline. It only shows the necessity for so elevating the profession, both in standing and emolument, as to retain its best members in their proper positions in its ranks.

In this view it is, that no matter how many young persons may prepare themselves for the calling, by going through the due course of training, and no matter how many may soon abandon that calling, —so that enough be left to fill the schools, as there always will be if the compensation be sufficient,—still Society will reap the benefit of the outlay, in whatever station of life the mental capital thus conferred shall be employed.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, NOVEMBER, 1895.

The best of men that ever wore earth about him was a sufferer, a soft, meek, patient, humble, tranquil spirit; the first true gentleman that ever breathed.—*Decker.*

Ye may be ave stuckin' in a tree, Jock; it will be growin' when ye're sleepin'.—*Scotch Farmer.*

E. C. SCHAEFFER. - - - - J. P. McCASKEY.

THE Dr. Burrowes Memorial Fund is growing; and the teachers of the State will know more of the early history of the school system as this Dr. Burrowes' revival proceeds. The largest single contribution yet received from any county comes from "old Luzerne." Co. Supt. T. B. Harrison says, in a letter dated October 26th: "In accordance with what I wrote you some time ago, the matter of the Dr. Burrowes Memorial was presented to our County Institute last Friday morning in a well-prepared paper by Prof. Irving A. Heikes, of Plymouth. Our teachers voted unanimously to appropriate to this fund an amount in the aggregate equal to twenty-five cents for each teacher enrolled. As our enrollment is over seven hundred, you can count on $175 from old Luzerne. This amount I will send you about December 15th."

Supt. Harrison will please accept the hearty thanks of the Memorial Committee for this noble contribution to the Dr. Burrowes Fund. It makes us all feel good to note the generous spirit in which his teachers respond to this call. We are grateful to himself, to Prof. Heikes, and to everybody in Luzerne connty who has had anything to do with this good deed. Many people live on the low plane of animals that forget benefaction and benefactor; some upon the higher plane of men who remember both, and would gratefully recall and, so far as may be, requite them both. We shall be glad at any time to have the check of big-hearted Luzerne, and of any other county, be it large or small, any school district, Normal School, or individual contributor, both for the good of the Fund and for the good of the giver.

THE new library act for the establishment of free public libraries is bearing fruit. A valuable property in the city of Reading and a large nucleus of books

have been offered to the School Board. A petition urging the acceptance of the gift has been signed by several thousand of the heaviest tax payers. Philadelphia, Pittsburg, Allegheny, Scranton, Wilkesbarre, Johnstown, Warren and Braddock have good library facilities; and it is to be hoped that Reading is not the only name which the current year will add to above list in Pennsylvania. The public library must greatly aid the spread of intelligence among people who have not yet acquired the habit of buying books.

FORMERLY New England boasted of having the greatest lexicographer in America. Now that honor belongs to Pennsylvania, for Dr. F. A. March, the most eminent of the editors of the Standard Dictionary, lives on the west side of the Delaware, having filled a professorship in Lafayette College during a period of forty years. Dr. March has always taken a deep interest in popular education. He is said to be prouder of his A B C book for children than of his Anglo-Saxon Grammar for college students. On Friday, October 25th, his 70th birthday was celebrated at Easton. The Institute of Northampton county adjourned at 10 o'clock and the teachers went in a body to Pardee Hall, where addresses were made, eulogizing his career as an educator, a philologist and a citizen. The teachers and directors of Lehigh county sent telegrams expressing their good wishes and appreciation of his services in the cause of education. Every day gives evidence that the men of our time appreciate the services of noted teachers and professors quite as much as those of generals and statesmen. The monuments, however, have nearly all gone to the latter. Let us all insist that the educator shall have recognition here also. The Dr. Burrowes Memorial affords a present opportunity of doing this. Stand by it in every way for the honor of the cause as well as for that of the man himself.

IN the present issue the Normal School question is regarded from an unusual but very interesting direction—the relation borne to these schools by Dr. Burrowes. It is a story that has not before been told, even in this somewhat disconnected form. It is given now only in a few bold outlines, but it is here—while much that might be presented is omitted for lack of space. The great work done and doing in these schools may, in part, be seen from the following brief statement of figures: Since the organization of the of the several schools they have given instruction to 120,000 students, of whom nearly 10,000 have received their diplomas as graduates. There are at present 5,000 students, not including the model schools, under 300 instructors of different grades and in many different departments. And the schools are yearly growing in numbers and influence. To have had a strong hand in building foundations and rearing upon them such superstructure as this is to have done grand work work for humanity, whose influence must be cumulative through the ages.

THE Nautical School Ship "Saratoga," which is supported jointly by Philadelphia and the State of Pennsylvania, reached port again on the Delaware, October 25th, after a five months' cruise, during which she touched at the Azores, at Southampton and Plymouth, Havre, Lisbon, Cadiz, and the Madiera Islands. Some of the boys visited London and Paris, spending a few days in each of these cities. This is a fine opportunity for boys who have a desire for life on shipboard, to spend two years very profitably, whether they choose to adopt the seafaring life or prefer to continue their studies thereafter. We have had two sons on the ship, each of whom graduated from the Lancaster High School. One of them graduated from the ship in 1891, and the second is now aboard by advice of his older brother—both being boys of high courage and staunch and manly character. Boys from 16 to 19 years of age, having the written consent of their parents or guardians, who must be citizens and residents of Pennsylvania, are received on board after a satisfactory examination. Boarding and tuition are furnished free to the boys, uniform and other expenses, which may range from a hundred to three hundred dollars per year, are paid by parents or guardians. Commander E. T. Strong, a very competent naval officer, is in charge of the vessel. Superintendents, directors or parents who think this experience might be good for boys of their acquaintance may address Capt. Charles Lawrence, president Pennsylvania Nautical School, No. 16 N. Delaware ave., Philadelphia. The "Saratoga" is in no sense a reform school ship. Such boys are not wanted.

HON. HENRY L. DIEFFENBACH.

MR. DIEFFENBACH was a unique and positive force in our educational history. Of Teutonic lineage, massive brain and iron will, he was the embodiment of granite immovability, both of principle and prejudice, and could not be swerved from either by any considerations that ordinarily influence human action. He was generally well read on practical subjects, but less of a reader than a thinker, and what he read was very apt to reach his mind at a different angle of vision from most other people, the result being an originality and independence of opinion that was *sui generis* in its character and calculated to produce antagonism with other minds, especially as there was generally more *fortiter in re* than *suaviter in modo*. He was either unconscious of the effect of his bluntness on others, or it was a matter of indifference to him. His mind was eminently practical. For fiction he had neither taste nor tolerance; with him a statement or a narrative had to be a realistic verity, or he would have none of it. Of the ideal in literatnre and its uses he seemed to have no adequate conception, and was inaccessible to either suggestion or appeal in that direction.

Educated in the common English branches before the common schools were established, and entering that best of training schools, a country printing office, he became a political editor, from environment and the force of circumstances, and during the best of his maturer years exerted a potential influence in the Democratic party, and his views on important subjects commanded public respect because of the vigor with which they were expressed and his well-known sincerity of purpose. He was interested in education, and he and Senator William Bigler had informal conferences, before the latter's election as Governor, on the necessity of radical reforms in our dilapidated common schools. As a result, after Gov. Bigler's election, Mr. Dieffenbach was made Chief Clerk of the School Department, by the Governor's direction, under the Hon. Francis W. Hughes, Secretary of the Commonwealth and *ex-officio* Superintendent of Common Schools.

With the laboring oar in his hands, he set to work in a very practical way. He began to publish the current decisions of the Department on school questions coming up for adjudication, in the *Harrisburg Keystone*, of which at that time he was editor, which were extensively copied by the county papers, and attracted public attention. Then when questions came up that revealed defects in the school laws he adopted the common sense plan of framing a new section or modifying an old one, to meet the ascertained difficulty, and submitted it with the correspondence to Mr. Hughes, who was a very able lawyer, to be put into proper legal shape. Mr. Hughes retired at the end of a year, and was succeeded by Hon. C. A. Black of Greene county, also an accomplished lawyer, in consultation with whom the revised school law of 1854 gradually took shape, and was an essentially home-made production that owed nothing to abstract theory or the example of other states or countries. The act bears the impress of the legal mind throughout, but the preparatory work was done at the Chief Clerk's desk.

The bill became a law after a hard contest, passing the Senate by a majority of only one vote. Governor Bigler was defeated for re-election in October, 1854, and Mr. Dieffenbach was disappointed in his expectations of having the honor of administering the law and vindicating it before the people. But there being no partisanship in popular education, the fallen banner was not trailed in the dust by the victors in the political contest, but on its own merits was promptly placed in the vanguard of progress, and resolutely held there until it could float unchallenged and serene in the confidence and trust of a contented people.

After Mr. Dieffenbach's retirement from the School Department, Supt. Curtin appointed him County Superintendent of Clinton county to fill a vacancy, and in that position he aided materially in commending to the people of the county the school law which he had helped to frame. When his time expired, he was elected School Director and President of the Board, and helped to grade the Common Schools of Lock Haven, under the power conferred by the Act of 1854, and made the schools a conspicuous success. When the organization was completed, he issued an official card to his constituents, which illustrates both his executive efficiency and his sturdy independence in dealing with the public.

Although a good school man, Mr. D. had his limitations. For instance, he was

always opposed to High Schools, claiming that they did not come within the scope and purview of a common school system [under the "poor gratis" of the old constitution.] He was tenacious on this point—the grading clauses of the Act of 1854, and the broader scope of the constitution of 1874, to the contrary notwithstanding. He never liked our Normal School law. His ideal of a training school for teachers for the Common Schools in the elementary branches, was the private Normal School that flourished at Muncy, Lycoming county, many years ago, before the untimely death of its lamented founder. If he had framed a Normal School Law, it would doubtless have been on that pattern, as a county affair.

For the past ten years Mr. D. had been totally blind, an unskillful operation on one eye having destroyed the sight of both eyes. The stoic in his nature was never more fully brought out than under this appalling affliction.

In his domestic relations he was a man of the tenderest affection and indulgent kindness. It is understood that his friends in Clinton county are preparing to move for the erection of a public monument to his memory. H. C. H.

AT SCHOOL AND OUT OF SCHOOL.

SINCE the public schools involve the expenditure of millions of dollars, many people treat them as a certain farmer treated a horse for which he had paid a big price. It proved to be a reliable horse, good for every use for which a horse is needed on a farm. When the day's work was done, this was the horse on which the son rode to the post-office to get the daily mail. If any one got sick —many country people are apt to go for the doctor after it is dark—this horse was used to summon the village physician. On Sunday this same horse drew the family coach to church. The farmer grew so proud of the many merits of the animal that he entered him for the races at the county fair. Here the favorite proved a lamentable failure.

Since our public schools cost so much and since they have been measurably successful in teaching the common branches, in giving instruction in civics, temperance and kindness to animals, they are expected to render service in manual and military training, and in giving everything which a boy needs for time and eternity. They are expected to cure every defect with which modern society is afflicted. How to get into our schools the children who are out of school, seems to be the only educational problem in some people's minds which remains to be solved. Without doubt every growing city is troubled with the question, How shall we get enough seats at school for all the children of school age? This, however, is mainly a question of taxation. Our patriotic citizens assert that the communities whose population is growing have enough property and credit to build the necessary school houses. With them the question is, How can we get all the children to attend school? This is largely a question of legislation making attendance at school compulsory and of the creation of public opinion strong enough to enforce such legislation.

The question which causes educators the most serious thought, is *what to do with the children after they are at school.* A street Arab may be so troublesome as to spoil the educational advantages of forty other children in the same room. The public is too apt to be satisfied with the simple putting of the boy to school, as if that were a solution of the whole problem of education. Reformers of the radical type, on the other hand, are prone to assert that by reason of faulty methods and defective discipline the pupils of many schools would better be turned loose to play upon the streets and in the open air.

The Chinese system of teaching is considered typical of the most mechanical methods in education. Dr. Hinsdale is right in asserting that it is better for a Chinese boy to pass part of the day at school learning what the teachers of his native land can give him than to grow up in ignorance of their written language and their written symbols of thought. Where the atmospheric conditions of a school-room are not a menace to health, it is better for a boy to attend school than to spend all his waking hours upon the streets.

Nevertheless the question remains: Are the schools accomplishing all that may reasonably be expected of them in view of their cost and the amount of time consumed in school attendance? The State of Connecticut has felt the influence of Yale College for nearly two centuries. A public school was established as early as 1639. The State Board of Education

recently made a test of the results attained in the public schools of one county. Out of 1,205 children twelve years old, 695 failed to perform this example: *Henry had 40 cents. His sister had four-fifths as many; how many had his sister?*

"Making due allowance," says the report, "for embarrassment and the unusual presence of a visitor, teaching which has not secured greater rapidity and accuracy in the performance of so simple an example must be pronounced a failure. The same report says that not more than one-half the children under thirteen could read and write legibly and currently, and that reading in these schools does not mean any acquaintance with books, there being no evidence of a habit of reading, because only one book is prescribed, which will be learned by heart. No test of this kind has ever been made in Pennsylvania, or if it has been made with similar results, State pride has prevented their publication.

The building of school-houses with accommodations sufficient for all the children of school age and their compulsory attendance during a specified time, constitute together only the first step in the solution of the problem of education. When this step has been taken, the main questions still confront us. Are the pupils led to form habits of regularity, punctuality, industry, and obedience? Do they acquire a taste for good reading, the ability to write legibly and rapidly, and the power to solve examples involving the fundamental rules with integers, fractions and denominate members? Do they learn the correct use of the English language, and enough of their country's geography, history and government to make them good citizens of our federal republic?

It is of course possible to expect too much of our public schools. Just as there are limits to the strength and usefulness of the best horse, so there are limitations to the work which the public schools can reasonably be expected to accomplish. One of these limitations is on the side of religion.

There are certain virtues which every good school necessarily develops. Dr. W. T. Harris named seven of these at Saratoga which may fitly be called school virtues, viz.: regularity, punctuality, neatness including cleanliness, accuracy, silence, industry, and obedience. A man may possess all these and still be a heathen. The soldiers who fought in the Gallic wars under Julius Cæsar had developed these virtues; otherwise they could not have conquered the world. Virtues which even the pagans possess, will not suffice to answer the demands of a society based upon Christianity. At this point the home and the Sabbath-school must supplement the instruction of the public school.

The writer can conceive no better way of awakening the moral and religious sense than by devout daily reading of the Scriptures. But are the Scriptures always read in that way? Tom Paine read his Bible regularly, but it was for the purpose of finding apparent contradictions and instances of doubtful morality. The Parsees study the Bible carefully, that they may understand Shakespeare, Milton and other masters of English style. The lips may utter the words and the sound thereof may fall upon the ear, but the mind and heart may be occupied with other things. All will agree that if the Bible is read in our public schools, it must be read without note or comment. The Baptist, for instance, can not be allowed to enforce his views against the Methodist, nor the Presbyterian against the Episcopalian. Is there any other book at school that we pretend to read without note, comment, or explanation? Any teacher who would teach a primary geography or a second reader in that way would soon lose her place. The truths of the Sacred Scriptures are more profound than the statements of a geography or a school reader; hence the work of explanation and precept which from the nature of the case the public schools can not supply, must be given in the home, the Sunday-school and the religious society. To imagine that the problem of a child's moral or religious education has been solved when the reading of the Bible has been made a part of the daily school programme, would be as great a mistake as it is to suppose that the problem of education can be solved by the enactment of a law making attendance at school compulsory.

In many other directions the education *at school* must be supplemented and completed by education *out of school*. The introduction into the public school of instruction in sewing and cooking does not relieve the mother of the duty of additional instruction along these lines at home. The daughter who is never allowed to

bake a cake or a loaf of bread, to prepare an omelet or a pie, is ill-fitted to take charge of a house, although fortune may have blessed her with untold wealth. That manual training is a good thing at school, has been proved beyond the shadow of a doubt. The foreman of a shop would be a fool if he took for granted that the graduate of a manual training school had no further need of instruction and guidance from those who are the recognized experts in that shop. The schools may teach book-keeping and banking and short-hand with type-writing, but much will always remain to be mastered after the school days are ended. Some superintendents expect the Normal School to teach everything about the science and art of pedagogy which a teacher ought to know, and thus fail to give the recent graduate the advice and help which every beginner has a right to expect from those who are charged with the duty of supervision. It is impossible to specify in how many directions that which the boy is taught at school must be supplemented by what he learns out of school. To expect that the public schools shall fit a boy completely for any vocation is as unreasonable as it was for the farmer to expect his family horse to win the races at the county fair.

The success of a pupil at school is largely determined by the life of the same pupil during the hours when he or she is out of school. The atmosphere of the home may be conducive to study, or it may render study in the evening distasteful and well-nigh impossible. Evening parties, church fairs, social gatherings that encroach on the hours due to study and sleep, often neutralize the best efforts of the teacher. "Very little will satisfy," was the advice given to a young teacher by the principal of a private school largely attended by rich men's sons. "You must bear in mind," said Andrew Carnegie, "that young men with rich relatives have a hard time getting an education." The necessity of doing chores and other work out of school is frequently helpful in training the will and begetting habits which ensure success at school.

If parents could be made to realize more fully that the career of the pupil at school is so largely shaped by what the same pupil does out of school, the public schools would not be blamed for failures which are due to circumstances beyond the control of the teacher. Whilst everybody admits that the boy at school determines what the boy out of school shall be, it can not be denied and should never be forgotten that the boy *out of school* exerts a determining influence upon the career of the same boy while *at school.*

PAYMENT BY RESULTS.

MANY methods of distributing the State appropriation were discussed during the past year. In all these discussions no reference was made to the English system of payment by results. This is a scheme by which the State is supposed to be certain of a dollar's worth of education for every dollar that is paid out of the State Treasury. Its author was Robert Lowe, who expressed its merits in brief when he said: "If the system is costly, it shall be efficient; if inefficient, it shall be cheap." As adopted in England some decades ago, four shillings were to be allowed for each scholar in average attendance; and an additional sum for every child who could pass in reading, writing and arithmetic. Ability to pass in these branches was decided not by the teacher, but by an inspector of schools appointed and paid by the government. The former sum was intended as a premium on attendance, the latter as a premium on teaching efficiency.

"The results of this ingenious plan," says President Sharpless, "soon became manifest. Grants rapidly fell. The children could not pass the examinations. Poor schools could not sustain themselves, and either expired or brought themselves to a better standard. In the former case many judgments not at all lenient were placed upon the author of their extinction, but the system survived. Just causes of criticism were also plentiful, but, modified and remodified, it outlived the attack, is still the basis of grants to the schools, and bids fair to be a permanent factor in the English system."

Government grants are made for average attendance, for merit, for needlework, for singing, 17 shillings being the maximum grant per child which can be secured by an infant school. In more advanced schools there are grants for needlework, for cooking, for laundry work, for passes in specific subjects like Algebra, Chemistry, French, Latin, Book-keeping. The design of these grants was not to

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paralyze local effort, but to stimulate the local authorities by making it a financial gain to supply and to retain efficient teachers. A system of payment by results would be the death-knell to very much of the favoritism which has crept into the schools of some American cities and boroughs. Teachers under this system would be obliged to stand upon their merits as instructors, instead of being kept secure in their places through the "pull" of influential relatives and friends.

EDUCATIONAL PRESS.

DURING the late session of the National Educational Association at Denver, Colorado, the representatives of twenty-two educational journals held several very pleasant meetings, which resulted in the preliminary organization of the Educational Press Association of America. The purpose of this organization is to develop fraternal feeling, mutual benefit, and united strength in advancing educational sentiment along lines upon which there is common agreement.

The advantages of this organization were apparent at each successive meeting, and, at the final meeting, every educational paper represented was committed to this organization and was conditionally accepted as a charter member of the association. The permanent organization is to be effected in February next, and educational journals desiring to join the association are cordially invited to address the officers of the temporary organization: A. E. Winship, Boston, President; William G. Smith, Minneapolis, Secretary; George P. Brown, Bloomington, Treasurer. The papers entered as charter members are:

American Teacher, Boston, Mass.; American School Board Journal, Milwaukee, Wis.; Colorado School Journal, Denver, Colo.; Educational Review, New York, N. Y.; Education, Boston, Mass.; Iowa Normal Monthly, Dubuque, Iowa; Intelligence, Oak Park, Ill.; Michigan Moderator, Lansing, Mich.; New York School Journal, New York, N. Y.; New England Journal of Education, Boston, Mass.; Northwestern Journal of Education, Lincoln, Neb.; Ohio Educational Monthly, Columbus, Ohio; Primary Education, Boston, Mass.; Popular Educator, Boston, Mass.; Public School Journal, Bloomington, Ill.; Primary School, New York, N. Y.; Pennsylvania School Journal, Lancaster, Pa.; School Review, Hamilton, N. Y.; School Bulletin, Syracuse, N. Y.; School Education, Minneapolis, Minn.; Teachers' Institute, New York; N. Y.; Texas School Journal, Dallas, Texas, Western School Journal, Topeka, Kansas.

"DR. BURROWES ELMS."

THE observance of Arbor Day by so many schools is a matter upon which both the teachers and the public are to be congratulated. It is true, there are those who never do anything. They have not planted, and they will not plant. If only they could be aroused and interested in these and other good things! At their twenty-second observance of the day the Lancaster High School planted one hundred and sixty trees at noon, and in the afternoon had a programme of music and readings, during which Mr. J. P. McCaskey made the following remarks:

DR. BURROWES MEMORIAL ELMS.

The old "Lancasterian school," at the corner of Prince and Chestnut streets, is the most interesting in our city. It was so called because the monitorial system of Joseph Lancaster, an Englishman, who made quite a stir in this direction in the early part of the century, was introduced and taught there for a number of years. The grooves in the floor still show where the boys and girls "toed the mark." But Mr. Lancaster's peculiar system had already gone the way of a thousand other educational fads and fancies when the building was occupied by the High School in 1850. It ceased to be so occupied from 1865 until the opening of the current school year, when the second floor was again taken by High School No. 2, the overflow of a hundred pupils, the transfer class to the girls' department in this building, and probably the advance of a movement that will, within two or three years, put the united departments of the Girls' High School into a modern and substantial home upon these Hamilton grounds.

The old school has an interesting history, and about it linger many enjoyable associations for very many people. It is seventy years since it was built, and long ago it lost rank as the most imposing school building in our city; but I would rather be on that second floor than in any other room in Lancaster; in part, for the "old times," life with the old boys, life also with three or four of the men we knew there as teachers—Crumbaugh and Higbee, Colburn and Davis. For the greatest good that comes to the average pupil out of any ordinary, everyday school worthy of the name, comes not from the books he is using or the drill he is getting, but from the life he or she is living with the high-souled teacher, the man or woman of noble aims, who is not a mere day-laborer in the schoolroom, but an artist in love forever with strength, and beauty, and goodness. In part also, from the fact that it is, for location, the most pleasant room in the city; for out of its windows on both sides one looks into the trees. On one

side is the fine grove of the Moravian graveyard, planted long ago by some lover of trees who, by his good deed, has given pleasure to thousands for two generations; on the other side the American elms now growing into trees of large size, two or three of them giving promise of grand proportions.

All this introduction is to bring us to-day to these self-same trees and to the man who planted them—Dr. Thomas H. Burrowes. He was a veteran tree-planter, his favorite of all trees being this American elm. Another noble elm of his planting stands in the south end of the Chestnut Street school grounds, on Marion alley not far from Mulberry street. In these trees he has left to many of us a legacy of perennial enjoyment. They should be known in Lancaster as the "Dr. Burrowes Elms." He planted many others during his long and useful life, and in places widely separated. The Pennsylvania State College is noted for the noble growth of maples and other trees, in variety, upon its large campus. Thirty years ago there were none of them. Many of these were planted by Dr. Burrowes and at his direction. He also urged the planting of trees by the classes. The thought of Arbor Day would have been to him an inspiration. It could have had no more enthusiastic advocate than himself. He little dreamed when, with unselfish labor, he did this planting in Lancaster upon the public school grounds and upon the street, that these same trees would, nearly a half century later, come to be spoken of and regarded as the "Dr. Burrowes Memorial Elms"—a memorial that needs only to be named to be at once recognized as most fitting and beautiful.

And yet these are but a passing type and shadow of the grander trees with whose planting, in like unselfish spirit and with like generous enthusiasm, this man had so much to do here in Pennsylvania. Think of our unique and magnificent Normal School System, that has revolutionized the work of general education in all parts of the State, the law under which it was organized written by him and its provisions originating mainly with himself; of our patriotic Soldiers' Orphan School System, to the organization of which he was called by Governor Curtin as preëminently the best man in the State for that important duty; of the all-embracing Common School System of Pennsylvania which he, when Secretary of State from 1835 to 1838, organized and set in motion, launching it with full confidence upon its career of ever-increasing power and influence for the good of mankind—these "trees of life," suggesting that wondrous tree told of in the Revelations, as a great good man suggests "the image of God." Turn to the Book, and see again the vision: "And he showed me a pure river of water of life, clear as crystal, proceeding out of the throne of God and of the Lamb. In the midst of the street of it, and on either side of the river, was there the tree of life, which bor twelve manner of fruits, and yielded he fruit every month; and the leaves of th tree were for the healing of the nations."

I remember a time—it seems a long tim ago—when Dr. Burrowes, Father Keenan c St. Mary's, Father Baker of old Trinity Doctor Atlee, General Steinman, Judg Hayes, Alexander Hood, Newton Lightner Peter McConomy, and others—sometime also John Myers, the high constable—wer frequent or occasional visitors to the schools But our most frequent visitor was Dr Thomas H. Burrowes. The schools "pos sessed" him. The dream of general educa tion seemed to occupy his thought by da and by night, as that of no other man in th county or in the State. He was never teacher in the ordinary sense of the word yet no educational meeting was complet without him; and no teacher in the histor of the State has had a tithe, perhaps not hundredth part, of his influence upon ou school policy and upon the educational worl done or doing in Pennsylvania. In th School Board of Lancaster he was for man years a leading factor. The work he did i the Board of this city, and out of it, has, fo sixty years, given to Lancaster such honor able reputation throughout the State i school affairs as without him she neithe would nor could have attained. In th county of Lancaster his name was long ider tified, as that of no other man, with th cause of common schools. In the genera school work of the State, the name of Thoma H. Burrowes was, of all men, best know and most highly honored. His wise couns was sought on every hand, and his influenc in that formative era was an unfailing powe for good. He had a mission, if ever ma had. For its accomplishment he labored i season and out of season, until the stron years conquered him. It is now a quarte of a century since he laid down the pen, an ceased to speak; but his work, like that c every other good man, be it great or small has passed into the life of the world, and i is immortal.

The teachers and school officers of Penn sylvania, desiring to testify their apprecia tion of the great work which this man di for us all, are now contributing throug their Institutes, and otherwise, towards a enduring memorial that shall speak of hin and for them to coming generations. Cer tain features of this Memorial will be place in St. James' Church and churchyard in thi city, to which parish he belonged and wher his mortal remains lie buried. It is th purpose of the Memorial Committee tha many thousand copies of a life-size portrai and memorial volume shall,—as in the cas of the Dr. Higbee Memorial—be distribute to the State at large. To this Memoria Fund we shall be glad to have contribution from any persons who would be gratified a seeing Dr. Burrowes thus honored. Thi High School will add its generous contribu

ion to that fund—in honor of a citizen of Lancaster whose service to the State has probably been of greater value and importance than that of any other man who has ever lived within our borders.

It gives me great pleasure to tell you that the first contribution to this Memorial Fund was from an old High School boy. He saw, in looking through *The Pennsylvania School Journal*, that such a fund would be raised, and at once sent his check for twenty dollars. From the same generous hand I had the first check towards the Dr. Higbee Memorial Fund, also for twenty dollars, personally unsolicited, and with equal promptness. He knew these men, honored them, and needed only the knowledge that such memorial work was proposed, to give it generous support. The money value of such a check is of little account; it is the heart in it that is great. We were boys together, and of the old school boys, I think, if at any time I had been asked, Who is the finest gentleman of you all, has the best head, the best heart? I would have said promptly, as I say it now, "Wm. A. Montgomery." And that high rank he held for me until his sudden death a few weeks since, and must hold always. Now he stands apart—a blessed memory,

"Forever sacred—hallowed from all change by death."

He was one of the best known lawyers and most respected citizens of Chicago. He was an efficient officer in the War of the Rebellion, and would have been a man of mark anywhere. He knew George Howland well, and, being a man of scholarly tastes as well as a man of affairs, could appreciate the great qualities of that remarkable man who did more than any other to build up the educational system of Chicago. Last autumn he was much interested in visiting, with his son, some of the old places in Lancaster, and many of you will remember his pleasant talk on the day when he was with us here in the High School.

Among "ambrosial nights" that I recall is one some years ago, when he was on a visit to Lancaster, and Dr. Higbee came in early to spend the evening. Mrs. Montgomery was especially interested in Bible study, and these, with other subjects of human interest, kept the genial Doctor at his best, and all of our little company keenly alive, until looking suddenly at his watch he found it near midnight. With a hurried good-by, against our earnest protest that it was "early yet," he left us. The first remark of Montgomery, when the spell of Dr. Higbee's power was broken and he had passed out of the door, was, "We've had a five-hundred-dollar lecture here to-night." Higbee and Montgomery! Will the world ever be filled with such men?

I had thought to tell you something of the American elms which I saw in New Haven in May and September of the present year; of the Washington elm and the elms on Boston Common, which I saw in July and August last; of the stately elm with whose perfect symmetry I was much impressed some years ago at North Conway, in New Hampshire; of the elm-tree itself in a general way and of certain historic elms in particular, to interest you perhaps in this grandest of our forest trees, which should be more frequently planted for its beauty and for its shade—a noble specimen of which, planted about 1825, and now as old as the school building of which I have been speaking, stands within a hundred yards of where we are met to celebrate Arbor Day—but the time is gone.

Let me close with a few suggestive words from the late George William Curtis, written perhaps within sight and sound of the trees about his beautiful country home on Staten Island:

"So, trained by Arbor Day, as the children cease to be children, they will feel the spiritual and refining influence, the symbolical beauty, of the trees. Like men, they begin tenderly and grow larger and larger, in greater strength, more deeply rooted, more widely spreading, stretching leafy boughs for birds to build in, shading the cattle that chew the cud and graze in peace, decking themselves in blossoms and ever-changing foliage, and murmuring with rustling music by day and night. The thoughtful youth will see a noble image of the strong man struggling with obstacles that he overcomes, in a tree wrestling mightily with the wintry gales and extorting a glorious music from the storms which it triumphantly defies.

"Arbor Day will make the country visibly more beautiful every year. Every little community, every school district, will contribute to the good work. The school-house will gradually become an ornament, as it is already the great benefit of the locality, and the children will be put in the way of living upon more friendly and intelligent terms with the beautiful nature which is so friendly to us."

One word more, by way of postscript, and of another High School boy. They are to-day celebrating their first Arbor Day in the city of Wilmington, Delaware. I have just received a fine programme of exercises, which includes formal tree-planting by the schools, High School chorus, High School orchestra, "quotations" by pupils, and an address by Dr. J. T. Rothrock, Commissioner of Forestry of Pennsylvania, who will also give his illustrated lecture before the High Schools this evening on "Beautiful Pennsylvania." Dr. John W. Crumbaugh, one of our old boys, now of the Wilmington Board of Controllers and Chairman of the High School Committee, is behind all this and much other good work in that large city, and is making things "go" with his accustomed energy. Years hence they may talk of him as we now talk of his father and of other good men gone.

ITEMS FROM REPORTS.

ARMSTRONG—Supt. Jackson: The schools of the county are all in operation. Gilpin and Manor will have a seven months' term. Parks and Mahoning have adopted the graded course for country schools. The new school-house in Worthington is a fine building, a credit to the town.

BEAVER — Supt. Hillman: Our annual Local Institute at Prof. Peirsol's Academy was held from the 19th to the 22d of August. The interest in this Institute seems to increase from year to year. The enrollment at this meeting was 144. Whilst this Institute is intended especially for young teachers, many of our more experienced teachers were present and took an active part in the proceedings.

BEDFORD—Supt. Potts: The schools of Bedford, Everett, Saxton, Hopewell and Riddlesburg have been visited. At Hopewell, Director H. H. Bowers accompanied me; at Riddlesburg, W. H. Souder; at Saxton, J. A. Covalt, Rev. E. H. Wallace and Calvin Emeigh; at Everett, A. M. McClure and Aaron Garber. Saxton ordered a new school and employed an extra teacher. In all the schools visited it was found that the enrollment exceeded that of last year. Much interest is manifested in the work. Everett has retained its entire corps of last year's teachers. Bedford has made but two changes. Saxton retains the former principal. Change of teachers is not nearly so frequent here as formerly. In many districts almost the entire force of the previous year's teachers is held. More copies of *The Pennsylvania School Journal* are taken in the county than in any former year of which I have any knowledge.

BLAIR—The directors of Taylor township have repaired and repainted a number of their school-houses, including the addition of neat porches. This progressive Board has also advanced the salaries of teachers. The schools visited have a large enrollment and good attendance.

CHESTER—Supt. Walton: Warwick township has added another grammar school to her educational facilities. The improvements at St. Mary's are in keeping with modern progress. The East Vincent school-houses have strong wire screens over the windows instead of shutters. There is no slamming of shutters and rattling of windows and loosening of casements with this device. Highland school in West Vincent township has been supplied with new individual furniture. The old double desk is rapidly disappearing. A large number of schools are now furnished with clocks. In East Coventry five of their six buildings are handsomely papered, and all are supplied with wells of good water and convenient pumps. Each house has a porch, and arrangements are being made to furnish each school with a circulating library. All of the South Coventry buildings have also been put in good repair.

JUNIATA—Supt. Marshall: During September I visited the schools of Beale, Tuscarora, Lack and Spruce Hill. The prospects for a successful term in these districts are encouraging. I was delighted with the appearance of the rooms. The new house erected in Tuscarora is a fine brick structure, 28x34 feet, pleasantly located and well arranged. The greatest care was taken, on the part of the directors and contractors, to make this a model school-building. It is the best one-story school-house in the county.

LEBANON—Supt. Snoke: All our schools are in progress. During September I visited sixty schools, and found them, with but few exceptions, in a highly satisfactory condition. Those of Independent District have made very commendable progress. The course of study adopted a few years ago is followed in every grade and school. With the excellent corps of teachers this district has at present, it promises to become one of the leading districts in the county. Myerstown, West Lebanon and Jonestown have adopted special courses of study, arranged by the teachers and the Superintendent, and have regraded the schools. The high school building of Jackson district was formally dedicated on Saturday, September 21. The exercises were conducted under the auspices of the P. O. S. of A. This is another illustration of the great interest this organization takes in popular education. Addresses were delivered by Dr. Nathan C. Schaeffer, Maj. M, J. Reed, of Philadelphia, and the County Superintendent. Dr. Schaeffer's excellent address was an earnest plea for provision for the education of our youth beyond the common branches. The building is the finest structure in the county and reflects much credit upon the directors under whose supervision it was erected. North Annville and Union have each organized an additional school. South Annville, Londonderry and Independent have introduced music. South Annville took the lead in this direction, for which the district deserves special credit. I sincerely hope that every district in the county will soon take a similar step. In nearly every district Local Institutes and Reading Circles have been organized. These as a rule meet monthly, in some districts semi-monthly. Our teachers are greatly devoted to this kind of work.

LEHIGH—Supt. Rupp: During this month I brought to a close the preliminary meetings held before the opening of the schools. They were very fully attended by both teachers and directors. The work for the ensuing year was very carefully mapped out and discussed by the teachers and directors. The following topics received special attention: Receut School Legislation, Course of Study and Proper Classification, School Examinations and Reviews, the Recitation and the Art of Questioning, and Common

School Gradation. By these meetings we are able to reach the teachers and directors as a body, and to offer suggestions which tend to improve the schools very materially. Most of our schools are now furnished with from six to eight dictionaries for general use. Whitehall township has added a set of outline maps and a language chart for use in each school. Heidelberg has placed a map of Pennsylvania in each room; North Whitehall and South Whitehall, a 12-inch globe, the former also a standard dictionary. Minor apparatus was supplied in almost every district. Nearly all the schools report an increased attendance.

LYCOMING—Supt. Becht: Lewis district has increased the school term to seven months, and McNett to nine. The latter has also placed the Standard Dictionary and a set of People's Encyclopedia in every school. Picture Rocks has added another grade and extended the course of study. More than one hundred teachers attended the August meeting of the Teachers' Exchange. Two hundred and thirty-one applicants were examined. There are about twenty teachers holding provisional certificates who have no schools for the winter. Some of these will be called upon to act as substitutes or to fill vacancies as they occur. Out of the whole number examined only five had no special training outside the common schools.

LUZERNE—Supt. Harrison: A very interesting Local Institute was held at Plymouth, September 14th. The attendance of teachers was large. Dr. J. P. Welsh of Bloomsburg, Prof. Geo. P. Bible of East Stroudsburg, and Miss Mary McMellan were the instructors from abroad. Supt. Miller, of Nanticoke, give an excellent talk on "Drawing in the Public Schools." The reports from the schools of the county show a large increase in the attendance. In many districts additional schools had to be opened. Wyoming borough occupies a new four-room building, one of the finest in its appointments in the county.

MIFFLIN—Supt. Cooper: Our schools are all in operation, and the indications for a successful term are for the most part encouraging. The teachers of the seventeen schools thus far visited are doing good work. Many of our schools were surprisingly large at the beginning of the term. Prof. O. P. De Witt, a graduate of Cornell University, has opened an Academy in Reedsville, with an attendance on the first day of eighteen students; the outlook is favorable. The Union township school board has rented a suitable room in which to hold its meetings and store books and supplies. Well done!

MONTOUR—Supt. Steinbach: The Board of Mahoning township has put the Mechanicsville school-house in excellent condition. The house consists of two rooms, and is now the finest in the county. The walls and ceilings have been papered, a new slate board placed in each room, and the latest improved furniture put in both rooms. The entire building is well equipped. A motion made by Mr. Jacob Rudy, now seventy-two years old, to introduce mental arithmetic. was unanimously carried—a good move.

NORTHUMBERLAND—Supt. Shipman: The new brick school-house in course of erection in Rapho township was considerably damaged by the storm of September 9th. New furniture has been purchased for every school-room in Rapho. The four teachers' meetings held during the month were well attended, and we have reason to believe that the school work is opening with more than ordinary interest on the part of teachers and pupils.

WESTMORELAND — Supt. Ulerich: The schools all opened this month with a largely increased attendance, if reports thus far received are correct. Many improvements in school property have been made during the summer, such as repainting, reseating, etc. Some fifteen or twenty new buildings have been erected; and where large buildings have been in use for some years, new rooms have been added or fitted up. The outlook for a good year's work is most encouraging.

DANVILLE—Supt. Houser: A new Smead furnace was placed in the 2d Ward building. Improvements have been made in the cellars or basemeuts of all the buildings, which, with one exception, are now in good condition. The Prang Drawing System was introduced in the three lower or primary grades—three years' work, with the intention of extending it to the secondary grades next year, and later to the grammar grades. The teachers are interested in drawing, and in the cause of their profession generally. Their aim is to do better work than has been done in the past. Nearly all are taking educational journals. The policy of the school board is improvement. A year ago a new $450 Shoemaker piano was purchased. We also succeeded in procuring from the Smithsonian Institution nearly 100 marine invertebrates for use in nature study.

HUNTINGDON—Supt. Benson: Our schools are crowded to overflowing. The enrollment in the High School is far beyond what was expected by those who were supposed to be acquainted with the situation. One of our primary schools has 71 on the roll. It seems to me that a compulsory law under such circumstances is unnecessary.

SOUTH EASTON—Supt. Shull: We have nothing special to offer except to say that our teachers are enthusiastic in their work; also that we have taken concerted action in waging war against cigarette smoking among the boys who attend school. The work on the new school building is steadily progressing, and it is expected that it will be in use by another year.

TAMAQUA—Supt. Ditchburn: Our attendance this month is something over one hundred larger than any past September. We began with six more schools, and in October we may be obliged to have two more.

If the voice be not of the best, it is of small consequence. The full-voiced sound will absorb all individuality of voice. Each will be aggregated with all. The little separate waves will go to form an entire ocean of sound, a multitudinous oneness and massive whole, without any prominent individualizing. Especially is this true when the voices are under the controlling and assimilating influence of a powerful, and well-played organ; and, in congregational singing, the organ should have the largest liberty of utterance, the foundation-stops being alone employed. So then it may be taken as a fact that, in the people's music of the church, the control and use of the voice require little artistic training, but only so much musical endowment as almost everybody naturally has, and so much musical memory as to remember such simple melodies as form the staple of tunes adapted to general use. All the better, to be sure, if preliminary training has been secured, with some knowledge of the elementary rules of music. This were best done in early life, and while at school; and we hesitate not to say that it is a great mistake whenever in any school, public or private, instruction in music and singing is omitted for what is thought more practical.

ROW, ROW, CHEERLY ROW.

D. M. Mulock.
"Emigrants' Song."

Steady Time.

1. Pull, brave boys, pull on to - geth - er, Row, row, cheer - ly row,
2. On through vir - gin for - ests go - ing, Row, row, cheer - ly row,
3. Build the hut and clear the for - est, Row, row, cheer - ly row,

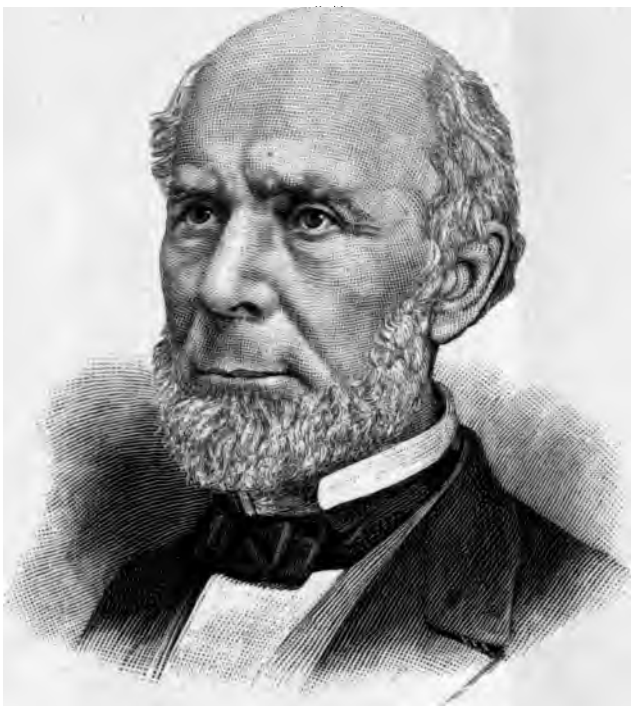
Hand to hand thro' wind and weath - er, Row, row, cheer - ly row. O'er the smooth, deep
Where the might - y riv - er's flow - ing, Row, row, cheer - ly row, With the old land
Help will come when need is sor - est, Row, row, cheer - ly row, Nev - er let our

wa - ters glid - ing, Row, row, cheer - ly row, Or the ra - pids dark di - vid - ing,
far be - hind us, Row, row, cheer - ly row, Where the new - land home shall find us,
cour - age fail us, Row, row, cheer - ly row, Nev - er let one friend be - wail us,

Chorus,

Row, row, cheer - ly row. Pull, my boys, pull on to - geth - er, Row, row,

cheer - ly row, Hand to hand thro' wind and weath - er, Row, row, cheer - ly row.



THOMAS HENRY BURROWES, LL. D.

NOV. 16, 1805 : FEB. 25, 1871.

FROM AN IVORYTYPE MADE AT THE AGE OF SIXTY YEARS.

To no man now living does Pennsylvania owe so great a debt of gratitude.

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THE GERMANS IN THE STATE OF PENNSYLVANIA.*

BY GEORGE F. BAER, ESQ.

MR. CHAIRMAN, LADIES AND GENTLEMEN: When your very efficient Superintendent requested me to address the Teachers' Institute, on the general subject of the "Germans in Pennsylvania," I stipulated with him that I would do so on condition that I should be permitted to give you a familiar talk, and not be required to prepare a written address.

The statement made in introducing me to the Institute, that we in Pennsylvania have little accurate knowledge of our own early history, is, I think, quite true. There never has been an accurate history of Pennsylvania written.

The Germans formed a large proportion of the province, and their descendants to-day outnumber any other nationality in the State; nevertheless, in the histories of the State, they are generally disposed of in a very few sentences, and in general history they are apt to be referred to with apologetic contumely, about like the following: "Many Germans settled in Pennsylvania. They were as a rule ignorant boors from the Palatinate, with, however, some few educated men among them, such as Muhlenberg, Rittenhouse, and others." This general estimate is not confined to superficial writers, but appears in such classical histories as Parkman's "Pontiac Conspiracy," and a little more diluted in Sargent's history of Braddock's Expedition. Some years ago, I set to work to find out if I could from whence this erroneous impression came. Where do you suppose I found it? Why, in a letter, and in a public address of Benjamin Franklin. It was Franklin, that very eminent and distinguished Pennsylvanian, born in Boston, who inconsiderately fixed the character of the early Pennsylvania Germans for future historians and writers. Naturally enough, his testimony would be counted the best of authority and implicitly followed. In 1753, Franklin, in a letter to Peter Collinson, said:

"The Germans in Pennsylvania, being generally the most ignorant of their own countrymen, were perfectly intoxicated with the unwonted possession of a political power which they exercised, even upon their own preachers, with equal bigotry and tyranny. Keeping apart from the English, they preserved with tenacity the usages of their native land. Their conversation was carried on in German; their children were educated in ignorance of any other tongue; their books, their newspapers, their deeds and legal instruments even, were in German.

"The French, who watch all advantages, are now themselves making a German settlement back of us in the

* Address of George F. Baer, Esq., before the Teachers' Institute of Berks County, at Reading, Pa., September 26th, 1895. Reported stenographically by Mr. Geo. W. Delaney.

Illinois country, and by means of these Germans they may in time come to a good understanding with ours; and, indeed, in the last war the Germans showed a general disposition that seemed to bode us no good. For, when the English, who were not Quakers, alarmed by the danger arising from the defenceless state of our country, entered unanimously into an association, and within this government and the lower counties raised, armed and disciplined near ten thousand men, the Germans, except a very few in proportion to their number, refused to engage in it; giving out, one amongst another, and even in print, that if they were quiet the French, should they take the country, would not molest them."

The letter was written in 1753. In 1755, Franklin followed it up by energetically addressing the British public in favor of excluding any more Germans from the colonies.

"Since detachments of English from Britain sent to America," says he, "will have their places at home so soon supplied and increase so largely here, why should the *Palatine boors* be suffered to swarm in our settlements, and by herding together establish their language and manners to the exclusion of ours."

It is highly probable that Franklin's judgment of the Germans was warped by political considerations. He was a New Englander by birth. He was the Secretary of the Proprietary Assembly, and also Postmaster General. Prior to the Revolution, he was a consistent royalist. America was a bone of contention between the European powers. The provinces here were involved in every European war, and were more or less affected by the results of these wars. New York, settled by the Dutch, was seized by the English. The Swedish and Dutch settlements on the Delaware passed into the control of the British. France held the whole northern and western portions of our country, including Canada, the Lake Regions and the Valley of the Mississippi. Spain held the southern and southwestern portions. Pennsylvania was a province of Great Britain. The Germans owed no allegiance to Great Britain, and were therefore regarded as a foreign element, capable, by throwing their fortunes with either of the European powers contending for supremacy in America, of seriously affecting the interests of Great Britain.

As early as 1717, Governor Keith opposed the German settlements here because of such possible contingencies. Unjust and cruel as these suspicions seem to us now, in view of the fact that the Germans when they left the Rhine designed to become settlers in Pennsylvania and subjects of Great Britain, and that they persistently entreated the government to pass naturalization laws to enable them to become citizens, they were nevertheless such as an Englishman, in the then disturbed condition of Europe, might honestly entertain.

Franklin's reference in his letter to Collinson of the indisposition of the Germans to co-operate with him in the late war is easily explained. The French and British were involved in the war of the Austrian succession. New England was involved in a war with the French in Canada and Nova Scotia. The siege of Louisburg was the principal event. Franklin, anticipating a general contest, was actively engaged in raising ten regiments in Pennsylvania. The Quakers disapproved of the armament. The Germans, apprehending no real danger and heartily sick of war, followed the Quakers, and not very many of them joined Franklin's movement.

Franklin, unfortunately, at this period of his life, could not conceive of an educated man who was not an Englishman, and the man who could not speak English must, therefore, necessarily be ignorant. He censures the Germans, because they could not in a few years discard their native tongue, acquire the most difficult of languages, cast aside their traditional habits and training, set up English schools, print papers and books, and write legal documents in the English tongue. Few things are more indestructible than language. It takes generations to change the language of a people. England has governed Canada for more than a century, yet to-day the prevailing speech in Quebec is French. From necessity the language of the government, in which its business is conducted, gradually becomes the language of the people; but the process is a slow one. The descendants of the early Germans rapidly acquired English, and now in the German settlements, the masses speak two languages—something that the majority of the British descendants living here cannot do.

Who were these people whom Frank-

lin describes as ignorant Germans and Palatine boors? Where did they come from? What caused them to migrate in so great numbers to the Province of Pennsylvania? What were their attainments and character in their native land? How did they conduct themselves in their new homes? A large majority of the school directors and school teachers assembled here are descendants of these German emigrants. Berks is the typical Pennsylvania German county of the State. The reputation of your ancestors cannot be to you a subject of indifference.

If you will give me your attention this very warm morning, and exercise some patience with the discomfort it creates to audience and speaker, I will endeavor in general outline to answer the suggested inquiries.

Take up the map of Europe. Recall the geographical location of the great European powers, which for centuries have contended for supremacy or national existence. In the heart of Europe is the country of the Rhine, sub-divided in the past into many small kingdoms. Its principal places were known in the seventeenth and eighteenth centuries as the Palatinate, whence the name of Palatines given to our early emigrants. In this description was included the country on both sides the Rhine and adjoining districts, from the Swiss line down to Holland. It included Alsace, Lorraine, Zweibrucken and the whole Lower Pfalz. From time immemorial this country has been the battle-field of Europe. Caesar, you remember, fought some of his fiercest battles along the Rhine. During the division of Rome into the Eastern and Western Empires, it was in the valleys of the Rhine that the contending armies met, and red ran the rivers with their blood. It was so in the wars of the middle ages, and also in Napoleon's reign. The great conflict between Germany and France in our own lifetime was fought in this same territory, When the mighty armed forces of Europe, now numbering so many millions, shall meet in deadly conflict to recast the map of Europe, the countries of the Rhine will again be the great fields of blood. From its geographical position, it will always be the meeting-point of hostile kings, until emperors and kings cease to be factors of civilized and enlightened governments.

Recall the status of the Rhine provinces during the hundred years preceding our Declaration of Independence. It was during this period that the people known as the Pennsylvania Dutch came in so great numbers to this country. In the war between France and Holland (1672 to 1678), Turenne "barbarously ravaged the Palatinate, which was abandoned to the ferocious license of his troops and soon became a scene of indescribable desolation."

In 1681, Louis XIV., arbitrarily interpreting the treaty of Nimeguen, seized Strasburg and many minor cities. This was the beginning of the French occupation of Alsace, which she retained until the Germans wrested it from her in the late war. This act of the French led to the war known as the War of the Augsburg League, lasting until the treaty of Ryswick, 1697. The Palatinate was the scene of its greatest horrors. Louis ordered the devastation of the Palatinate by fire and sword for the purpose of preventing its reoccupation by the enemy. Heidelberg, Manheim, Spires, Worms, Oppenheim and Bingen were burned; crops, farms, vines, orchards, were all destroyed. This rich and beautiful country was made desolate as a wilderness. Careful historians estimate that a hundred thousand people were made homeless and driven to wander without food or shelter.

The treaty of Ryswick brought peace for but a few years. In 1702 the war of the Spanish succession began, and lasted until the peace of Utrecht, 1713. The principal battles of this war were again fought in the Rhine provinces. Marshal Villars, 1707, ravaged the Palatine, seized all the movable property and stores of every kind, and destroyed everything that could not be carried away. In a very short time, France and Spain, Russia and Sweden were at war, which again involved Europe, but only indirectly affected the dwellers on the Rhine. The treaty of Rystadt, 1721, gave Europe a short tranquility. It was soon destroyed by the war of the Polish succession (1732–1738); Lorraine and the duchy of Bar were given to Stanislaus, father-in-law of Louis XV., with reversion to France. This affected all the Protestants of these provinces. Then followed the war of the Austrian succession, 1742 to 1747, and after a few years' peace, the Seven Years' War, 1756 to 1763. The effect of this prolonged state of war, constantly involving the Rhine provinces, was to drive the

inhabitants from their homes and country and make life intolerable.

Running along with the horrors of the many wars I have outlined, there was a still more horrible series of religious persecutions. In 1685, Louis XIV. repealed the great Edict of Nantes, by which Henry IV. in 1598 had decreed universal liberty and equality as to religion. I think it probable that Louis XIV. was instigated to this great wickedness in the hope that he might regain the favor of the Pope, which he had lost by infamously procuring the Turks to attack Vienna. You remember Sobieski defeated the Turks in 1683, and all Christendom was incensed at the conduct of the French king. It is highly creditable to the Catholic clergy of France that they did not favor the repeal of the edict. They seem to have been powerless to mitigate the atrocities resulting from it.

In these times of religious toleration it is always painful to recall the religious persecutions of the past, and I only do so now because they form a leading cause of the flight of your ancestors to these shores. Torture, confiscation of property and death were the penalties enforced with fiendish details of cruelty against the Protestants. More than one hundred thousand families, some historians say one million people, were driven out of the countries controlled by France. This, of course, included Alsace, and the provinces on the east side of the Rhine, from whence many of our people came.

Louis XV., in 1724, in honor of his grandfather, revived the old edicts against the Protestants, and the exemption which Strasburg and some neighboring French provinces shared, was removed. The increase in immigration in 1726 was largely caused by this decree.

In the general conditions I have described, you find the causes of the Palatine emigration to this country. War and religious persecutions had destroyed their homes and their peace. Robbed of their possessions, persecuted for their religion, with new wars continually destroying their restored fields and homes, they were without reasonable hope of peace or rest in their native land.

They were not an ignorant people. They were at least the equals in education of the average masses of the most advanced peoples of Europe. In the middle of the fifteenth century, after the fall of the Byzantine empire, a marked revival of learning occurred in Italy. Th study of the Greek classics became fashionable pastime. It is the era know as the Italian Renaissance. This educ tional movement spread to the neighbo ing States. The Southern German pro inces soon profited by it. There printi was invented. The Reformation gave great impetus to general education. A Protestants began the study of the Bibl Gymnasiums (the German college), aca emies and universities, with the attenda primary schools, sprang up everywhe in these Rhine provinces. One hundr and more years before the emigration b gan, these provinces had universities great renown, such as Heidelberg, Tubi gen and Strasburg. At that time the ed cational progress of the British Isles w far inferior to that of Germany. It is she nonsense to say that these German se tlers were below the average intelligen and character of the emigrants from Gre Britain. Indeed, the probabilities a that the German average was the highe for we have Gordon's authority for tl statement that "vagrants and felons, tl dregs of the British populace, were se here." An examination of the registe of immigration (in consequence of tl forty shillings tax on each immigran shows that, with few exceptions, the Ge mans wrote their own names. Ea family brought at least the Germ Bible and Stark's Gebetbuch with ther

Now, it was providential that in 168 just at the inception of the events I ha described, which drove the French a German Protestants from their homes wander over the Protestant states Europe and Great Britain, Penn found his province on the broad basis of ci and religious liberty, with peace, tole tion, brotherly love and good-will to m as its corner-stones. He invited the G man and French refugees to settle I province. A colony of Mennonites fr Crefeld, on the eastern borders of H land, were the first to accept. In cou of time they have become merged wi the English element, and do not n form any considerable portion of the p ple known as Pennsylvania Germa Their history, which is well known, d not apply to Berks county. Penn form emigration societies in the Hanse cities to encourage immigration. It b been said that, notwithstanding the sertion of the Palatines, there is no h torical evidence to show that Penn i

vited them here. Well, we have Penn's letter to his steward in Philadelphia, telling him that the effect of the repeal of the edict of Nantes would be of great advantage to the province, in that many of the Protestant exiles, with skill and means, would come to Pennsylvania. We have a letter to Logan, in which he says a great number of Palatines will shortly leave for his province, that they are good people and should be treated kindly. There is no doubt that Penn encouraged this immigration in every way. The most glowing and seductive descriptions of the good government, and of the riches, health and natural resources of the province, were printed in German and distributed far and wide.

They heard of the land of plenty, where God had bestowed his natural gifts with a most bountiful hand. They heard of the land of peace, where men could live honest lives and be permitted to worship God as their consciences dictated. They knew there was no hope for them in their native land, where year in and year out they were subjected to the ravages of war and religious tyranny. With sorrowful hearts they concluded to leave the loved fatherland, the Rhine with its splendid memories, to brave the perils of the great deep and seek with child-like trust in God a new country in the wilderness. There is something grand and heroic in these early immigrations. Too little attention has been paid to them. Where can you find a grander theme for an epic than the settlement of your own lovely Tulpehocken? Some day you will develop from your schools a great Pennsylvania Dutch poet, who will sing of your ancestors. How the French in 1707 burnt their homes, laid waste their fields, and drove them to seek refuge in Holland. How from Holland they wandered to England, and after purchasing lands in New York from Indian chiefs who happened in London, the good Queen Anne provided ships to carry them over the sea; how their vessels were tossed by tempest, wind and sea; how some of the vessels with all on board went down unknelled, uncoffined and unknown; how, after many days of suffering and privation, the other vessels reached the safe harbor of New York; how they went into the interior of New York, located their farms, built huts, and with the toils and sorrows that only frontiersmen know, cleared the forest and sowed the fields, only to find themselves ejected by English speculators who claimed title to their lands; how, after sending a committee to London—the elder Weiser was one of the committee—to secure the interposition of the British government in their behalf, the plucky German women ducked the sheriff, who served the writs of ouster, in the pond, and then in despair those dispossessed started on another wandering; how they constructed rafts, placed their sick and children, with their household goods, upon them, and floated down the Susquehanna, driving their horses, cattle and flocks along its banks; then following the Swatara, they finally reached the Tulpehocken, and in 1723 settled on lands then owned by the Indians. The Proprietaries acquired title to the Tulpehocken lands in 1733. Who wants a better theme for a romance or poem? It can be woven into a story as thrilling as any English pen has drawn. This is only one of many touching stories of the general emigration from the German provinces to Pennsylvania.

Now, how does it come that these people were slighted and distrusted by the English? They came in such numbers that the English officials feared that they would constitute a majority, and thereby become controlling factors in the province. Governor Keith, in 1717, as we have seen, pointed out this possible danger, and advised against permitting them to settle here.

The Germans could only acquire the rights of citizenship by naturalization. You understand that when the English, Scotch and Irish came into the province, being subjects of Great Britain, they acquired, subject to the Proprietary law, full rights of citizenship; but the Germans were not British subjects, and special acts were from time to time passed admitting some of the Germans to citizenship. In 1721, many Palatines petitioned for naturalization. After considerable delay, the bill passed the Assembly, but it was vetoed by Governor Keith. One of his objections was that it imposed conditions which should not be put on Englishmen, and, therefore, not on people about to become British subjects. The difficulties surrounding naturalization prevented the larger number of Germans becoming British subjects, and, consequently, they could have no vote or voice in the government of the province.

In the persistent conflict between the

Proprietary Governors, the Assembly and the Quakers, the Germans generally followed the leadership of the Quakers. They were weary of strife and war, and naturally preferred the peaceful methods of the Quakers.

When the Proprietary government in 1729 proposed to put a forty-shilling tax on alien immigrants, the subject was referred to a Committee of the Assembly. The Committee say this in their report: "The Palatines who had been imported directly into the province, had purchased and honestly paid for their lands, had conducted themselves respectfully towards the government, paid their taxes readily, and were a sober and honest people in their religious and civil duties."

No better testimony can be found as to the character, integrity and honesty of the Pennsylvania Germans, and no better definition of good citizenship can be formulated. You see, they are described as men of character and honesty, who purchased and paid for their lands, who paid their taxes not grudgingly but readily, who conducted themselves respectfully toward government, and who lived sober and religious lives, discharging all their religious and civil duties. Do you want a better character than this for your ancestors? Even Governor Thomas, in 1744, in his message, when he was complaining of the number of the Germans, confessed that the great prosperity of the State of Pennsylvania was primarily owing to their thrift and integrity. However, they were not always patient under their afflictions, for example: In 1750, an election in York took place at which their Dutch blood got the better of them. The English, through the sheriff, controlled the election officers and the polls. The sheriff postponed the election until two o'clock in the afternoon, and then the Scotch-Irish and the English surrounded the polls with a view to preventing the Germans from voting in time; but with Dutch courage the Germans made a violent rush on the line; the sheriff and his clerks jumped out of the court-house window and the Germans got possession of the polls, and calling upon the coroner to open them, the Germans voted. An appeal was taken to Philadelphia, but the Assembly very wisely censured the sheriff for not conducting himself better.

The time came when the fears of the Proprietary officials, as to the ultimate effect of the German emigration, w fully realized. It is well known that Quakers and the British, excepting Scotch-Irish, resident in Pennsylvar and in full control of the government a the Assembly, steadfastly opposed se ration from Great Britian. The Penns vania Assembly and her members in C gress would not vote for separation. T situation was so serious that Congr passed a resolution calling upon the p ple of the provinces to organize new g ernments so as to get power to separ from Great Britian.

When fruitless efforts had been m to get our members of Congress to v in favor of the Declaration, and when Assembly refused to act, and really journed, a few patriotic people in Ph delphia organized a town meeting, a called upon the counties of Pennsylva to send delegates to Philadelphia, to m on the 18th of June, 1776, to organiz new government—a government of people. To secure a majority, it v necessary to have the people represen there, irrespective of their right to v under English laws. For the first ti in the history of the State, men of Gern extraction were elected representativ The people of Berks county assembled town meetings, and selected ten repres tative men to go to Philadelphia on 18th of June, 1776, to institute a n form of government. These ten n should have their names preserved in h tory for all time. They were the dece virs of Berks. Joining with the ot Germans of the State, the Scotch-Ir and the English patriots, they constitu a majority of the province, and by th patriotic action secured the vote of Pe sylvania in favor of Independence. H are their names: Col. Jacob Morgan, C Henry Haller, Col. Benjamin Spyk Col, Daniel Hunter, Col. Valent Eckert, Col. Nicholas Lutz, Capt. Jose Hiester, Dr. Bodo Otto, Mark Bird a Charles Shoemaker.

You recognize their nationality by names. Only two of the ten were Briti Eight were representative liberty-lov Germans. These men, before the De ration of Independence was signed, w to Philadelphia on the 18th of June, 17 and made arrangements for organizin new government. An oath for the r citizenship was formulated. Each n swore to high heaven not only to *renou* but to use every honest effort to *sever*

allegiance with Great Britain, and to establish a government on the *authority of the people*. Pennsylvania's declaration of independence is dated the 18th of June, 1776. Thus the Germans in Pennsylvania became the potential factors in securing the Declaration of Independence on the Fourth of July, 1776.

I have already taken up too much of your time. Let me, however, say a few words more. Some of you complain that the Pennsylvania Germans are not duly recognized. Who is to blame? The Pennsylvania Germans themselves. You have been too indifferent to the history of your ancestors, and the part they took in building up this glorious commonwealth. You live too much among yourselves, and think that everybody should discover your virtues. You must demonstrate by your actions that you are the descendants of a noble race of people. In educational movements, you should remember that your ancestors believed in higher education; that they were not content with the common schools, but had great universities and colleges. You must reach forward toward a higher culture. Do not imagine that because you attend the common schools you are equipped for the severe conflicts of this marvelously progressive age. You must move onward and upward. You need to read more, to study more, and to think more. You are too apt to leave the common schools and enter professions without keeping up your studies. You have established no colleges nor efficient academies outside your normal school and high school. You have no public libraries—I say it to your shame: you are rich enough to have them. Every little town in New England has its public library. The great city of Reading has a poor little library, open once a week, with a small collection of books which nobody cares to read. Now, my appeal to you to-day is, that, as Pennsylvania Germans, you should highly resolve to inaugurate a higher standard of education. The first thing to do is to join a number of gentlemen who are striving to create a reputable public library, a library that shall be accessible to every man, woman and child in the whole of Berks county. I want you to use your influence with the voters of Berks county to take the jail out of the public park, and move it to the poor house grounds. I want you to help to convert those prison walls into a library, art gallery and lecture hall, where the Teachers' Institute can meet with intellectual and cultured surroundings. Then, when we have developed a Dutch Thorwaldsen, we will place in its halls, as an abiding memorial of the character and patriotism of your ancestors, statues of the ten representatives of Berks, who, on the 18th of June, 1776, helped to give liberty to the land.

THRILLING STORY OF HEROISM.

THE account of how a German sailor rescued another in peril, and found the man he had saved to be his own brother, whom he had thought drowned years before, comes from Schleswig-Holstein. A cable dispatch to the New York *Sun* tells the story:

One stormy morning during that stormy first week in February, a fishing village was awakened by a gun-shot off the coast. Hastening to the beach, the people saw a ship wrecked on a reef a mile away. The crew were in the rigging. A life-boat was run out, but Harro, the leader of the crew, was absent.

Eight men, however, rowed out to the wreck. The crew were got into the life-boat, with the exception of one who was lashed high up on a mast. He was half frozen, and as the storm was increasing, and the life-boat overloaded, it was decided that he could not be taken off. When the life-boat returned to the shore Harro had arrived. He asked whether every one had been saved, and was told that one remained.

"I will fetch him," said Harro; "will you go with me?"

The men refused, saying that it was impossible.

"Then I will go alone," and he sprang into the life-boat. At this moment his mother came running down and begged him not to venture out, reminding him that both his father and his brother Uwe had been drowned. Uwe was his youngest brother, and as he had not been heard from for years, he was supposed to be dead.

"For love of me," Harro's mother begged, "don't go."

"But the man on the mast!" exclaimed Harro. "Are you sure he has no mother to mourn his death?"

Harro's mother said no more, and her son and four other men set out for the

wreck, which was now quite under water. The waves were so furious that it was difficult to approach. At last the lifeboat reached it, and Harro climbed the mast and fetched the half-frozen man down. He was laid in the bottom of the lifeboat, and Harro bent over him and remained so until the boat was so near shore that his voice could be heard. Then he waved his cap and shouted:

"Tell my mother we have saved Uwe!"

GRAVEST OF QUESTIONS.

WHAT DO OUR BOYS AND GIRLS READ?

BY WASHINGTON GLADDEN, D. D.

SEVERAL of the teachers in our public schools have appealed to me for counsel and aid with regard to the matter of which I speak this evening; they have placed before me the facts respecting the reading of their pupils; they have marked, with the solicitude of those who watch for souls, the effects of this reading upon the character; and they have put into my hands some melancholy descriptions of the mental and moral decay of these victims of the reading habit. It is in obedience to their earnest request that I endeavor to bring before you some of these facts and observations.

It is probable that the great majority of the parents in this city are imperfectly informed with respect to the books that their children are reading. Many of them care nothing about it; they have the notion that the habit of reading is a good habit, and that when their boys and girls are engaged in reading they must needs be profitably employed. Many others, who know something about the evils of bad reading, are not so vigilant as they ought to be to detect and prevent it, and their children read surreptitiously great numbers of injurious books. The intelligent teacher often knows more about this matter than the parent; the teacher sometimes watches the mental development of the pupil more carefully and judges respecting it more dispassionately than the parent; and the teacher sometimes notes the symptoms of mental deterioration due to bad reading, when the parent does not observe them. The parent ought to consult with the teacher frequently with regard to all questions of this nature.

I must say, in this connection, that, so far as I have been able to investigate, the public school teachers of this city are fully alive to the importance of this subject, and are doing all they can to encourage good reading habits among the children. Doubtless those who have communicated with me are those most interested in the matter, but inquiry in other schools has disclosed the same intelligent interest. Some of the teachers—very likely all of those in the grammar grades—suggest good books for their pupils to read, aid them in filling out their library cards, and endeavor in various ways to stimulate their love of good reading. I know one teacher in a primary grade who keeps on the blackboard the names of the pupils, with the titles of the books read by each one; and the list of books thus displayed shows wise direction. I know another who has organized in the lowest grammar grade a little society for the observation of nature and the study of natural history.

These periodicals to which I have last alluded, which seem to be very popular, are constructed on a plan which is likely to deceive the very elect. Indeed, I think it likely that it deceives the managers of the periodicals themselves, so that they think themselves to be public benefactors. One of these—and it appears to be the most popular of all the periodicals taken by the boys and girls—contains notes on the Sunday-school lessons, and much useful and pious reading of one sort and another; but its stories are what may be called sugar-coated sensationalism; that is to say, they deal largely with sensational topics, with the loud profession of warning boys and girls against the evils they describe. One of these stories under my eye, proceeds to tell how a company of boys formed a secret society for various mischievous operations, and finally ran away and came to grief, of course; but the details of their mischief are worked out with great minuteness, and the practice of the young rascals is sure to make a stronger impression on the reader's mind than the preaching of the author. Very many of the readers will be thinking all the while what stupids these boys were to have been circumvented and caught; how the mischief might have been better managed; and the effect of it all will be very nearly as bad as if there were no such pious purpose as the author professes. The ancient wise man said, "Come, ye children, hearken unto me; I

will teach you the fear of the Lord." But these modern wise men say, in effect, "Come, ye children, hearken unto us, and we will show you how bad boys behave, so that you shall not wish to behave as they do." This kind of teaching generally has the effect of an anti-climax; it amounts to showing the boys how nice it would be to be naughty, provided they did not get caught at it! Satan frequently masquerades as an angel of light, and it may be well for parents to convince themselves that certain papers and magazines that look and talk very piously, harbor no evil influences.

It is certain that a great amount of the literary trash of which I have been speaking is consumed by the boys and girls of our city. Bales of it are sold upon the news-stands, and it is often confiscated by the teachers in our schools. Quite a bundle of it has come into my possession from this source, and a precious parcel it is, to be sure! I have added to it by purchases at the news-stands, inquiring what papers and publications were most popular among the boys, and the collection that I have made is simply appalling. I was prepared for a low order of literature, but the depths of coarseness, of absurdity, of sensational horror, to which this stuff descends are deeper than I had imagined.

The titles of these tales are themselves so preposterous that I could never have believed that they were not travesties, if I had not seen them in print. Let me repeat a few of them: "Sunflower Sam of Shasta; or, Deadwood Dick Jr.'s Full Hand: A Tale of You Bet;" "The Double Daggers; or, Deadwood Dick's Defiance;" "Deadwood Dick's Double; or, the Ghost of Gorgon's Gulch;" "Captain Crackshot, the Girl Brigand; or, Gipsy Jack from Jimtown;" "Bonanza Bill, Miner; or, Madame Mystery, the French Forger;" "The Boy Runaway; or, the Buccaneer of the Bay;" "The Boy Bedouins; or, The Brothers of the Plumed Lance;" "The Black Band of New York;" "Bob, the Boy Detective; or, Mystery of the Missing Head;"—such are some of the appetizing titles of this class of stories. I ask you to imagine the mental condition of a boy to whom such titles are attractive; and then I ask you to consider that books of this class are produced by the thousand, and exposed for sale in uncounted numbers upon the news-stands of all our cities. One publisher gives in the catalogue printed on the fly-leaves of his publications, the titles of 349 different books of this character which he publishes; another advertises 590 such books; another 197; another 488; and these are only a few of the many publishers of such literature.

I wish it were possible to give you any adequate conception of the mental craze and the moral rottenness of this stuff. Let me indicate by a rapid outline sketch the plot of one of these stories. The scene is laid in New York City, and the first act in the tragedy represents a big negro struggling with a young woman in a back street, when the boy who is the hero of the story appears upon the scene, vanquishes the negro, and releases the girl, who carries a letter addressed to the boy, summoning him to a certain place in Harlem, if he wishes to obtain tidings of his father, who has been missing for three months. He goes with the girl to the place appointed, where he is made prisoner by a company of ruffians in masks, who tell him that they have his father also in durance, and that they will kill both him and his father if he does not reveal to them the whereabouts of a certain sealed package. He refuses, and is immediately plunged through a trap-door, with a rope around his neck and his hands tied, into a deep pit beneath the house. Here, the next day, the same negro whom he had worsted in the street encounter, enters and proposes to sear out his eyes with a hot iron; but just as this benign mission is about to be fulfilled, a pistol-shot from some other apartment of the pit puts a bullet through the negro's head, and his eyes are saved. This pistol was fired by the girl whom he rescued, who now comes forward and naively confesses that her struggle with the negro in the street was only a ruse to capture him, but who protests that she was an unwilling party to this iniquity. She now tries to show him a way of escape, but a door mysteriously shuts upon them, the underground passage caves in, and they are left to smother. Meantime, the villians up-stairs have secured the presence of the young man's sister, and are torturing her by hanging her up by her thumbs to make her tell where the package is, when the detective, who is the girl's lover, appears on the scene with a posse of men, shoots the biggest villian, captures the rest, and releases the smothering couple underground, just before they breathe their last. Of course the

detective marries the sister, and the young man himself marries his underground partner, who turns out to be an heiress. This is but a meager outline of the harrowing tale. You will excuse me, I am sure, from filling in details. But conceive, if you can, the mental condition of the boy to whom such a preposterous mess is palatable. Imagine the state of mind which must be produced by a steady diet of this ghastly inanity. The stories, so far as I have looked into them, are not immoral, because they teach or praise vice or crime; they simply picture it, not in its naked deformity, but in theatrical paint and feathers, and with a bombastic extravagance. The point is to make every story just as startling and sensational as it can be made;—the most impossible surprises, the most preposterous horrors, the most ridiculous and absurd situations, appear on every page. The boy who rebels against a tyrannical father, runs away from home and becomes a cowboy on the frontier, is a favorite hero; the wild life of the plains is pictured in colors that have no resemblance whatever to the reality; the adventures in which these youths participate are filled with perennial excitements and sensations. In one of these stories, five men are killed on the first half page—one after another, as he is riding by, falling before the deadly aim of a frontierman's rifle. Such is the mental pabulum with which a great many of our boys and girls are gorging themselves. The effect of such reading upon their minds and their morals may be imagined. It is the simple truth to say that a boy's character would suffer very little more injury if he should attach himself to any company of bandits on the frontiers, or any gang of blacklegs in the cities, and live with them, than it suffers when he becomes a habitual reader of this class of books. The actual bandits and blacklegs are not so bad as these imaginary ones; the association with them would be less depraving.

I have said that you can imagine the effects of such reading upon the minds and the characters of our boys and girls. But I can give you something much more vivid and impressive than any imaginatiou of yours, some careful descriptions of cases in the schools. The clear vision and the sympathetic intuition of some of our conscientious teachers have been fastened upon these victims of the reading habit, and I have here in their own words the diagnosis of t morbid condition in several specimen stances.

"A. B. reads trashy novels, *Po Gazette*, and nothing else. His mark algebra was 15 per cent., and in German per cent. in a recent examination. talks familiarly about 'cops,' and getti 'boozy.' His idea of life is shows, rin and the amusement of evading 'co He smokes, chews, plays cards, a shirks all kinds of work.

"C. D., aged 15, dreams away his ti in school. I took away from him a no of the lowest type imaginable, in wh vicious practices were spoken of w hideous plainness.

"E. F., aged 14, enjoys the *Po Gazette*. His language is foul. I mind, naturally gifted, has no stabili He is always ready to be tempted or tempt others. He loves roller-skati shows, and cards; is familiar with ga bling; and is said to drink sometimes

"G. H. has reformed as regards l literature, but the poison is there. I thoughts are not on his work; his m cannot be acted on, as he seems to dreaming constantly.

"I. J., a girl, aged 15, reads st books, She went up the Clentangy o lark on the Fourth of July last, and sisted on amusing people by shooting a pistol, and evading the policeman. S boasts of this little adventure, and others of a similar nature. She exchan reading matter with the boys.

"K. L., one of my pupils three ye ago, read such books. Her mind, nat ally bright, was utterly ruined. She l an absent-minded look; began to dr slovenly and to deport herself likewise

"M. N., a girl of loose morals, r such books. Whether reading the tr was the cause of her morals, or *vice ve* I could not determine. Her langu was vile, and although she tried oc sionally, she could not comprehend studies. What there was of mind seen to be utterly destroyed."

"In a school in our city, three ye ago," writes a teacher, "nine or ten b organized a club to go out West, hav read glowing accounts of Western ploits. They sold the school books pupils in their room, and one boy st $17 from his grandmother, while oth committed various other thefts. Just they were leaving the city they w caught and brought back."

Another teacher reports the following case that happened among her pupils in a Western town: "A set of boys, having inflamed their imagination with Indian stories, decided to hold an Indian exhibition in a back alley. The boys fell to quarrelling, and one took up a revolver and shot another through the head. The dead boy's body was found in the alley the next morning. On searching the murderer's trunk a pile of dime novels was discovered, and a new revolver for future use. The murderer was not even arrested."

"Last year, in a certain city," writes another teacher, "one of the high school boys, accompanied by two from the lower grades, ran away from home and went out West. Their imaginations were first inflamed by the wild tales of Western life which they had read in dime novels and kindred literature. One of them, after undergoing severe physical hardships, was found in a Western insane asylum, and brought home a raving maniac. He has recently returned from the State Asylum. Another is still roaming the West in parts unknown, while the third has been recaptured and put into school again. A teacher told me that she had known several other cases of runaways, and that all of them had been readers of dime novels." . . .

Addiction to these stories inevitably debauches and debilitates the mind; weakens or destroys the power of sustained attention; makes the reader restless, discontented, insubordinate; fills his head with crazy longings for adventure; renders him moody, irresponsible, worthless for work or study. The parents of the boys and girls who are addicted to this habit have a duty which I will not attempt to define. I have pointed out the peril; it is for them to protect their children against it.

Give heed, then, my friends, to your reading. See to it that the printed page never becomes a torch whose lurid flame lights up for you the path to the pit; never a mirror, reflecting into your life visions of sin and shame; never a narcotic, benumbing your minds and filling you with listlessness and languor; never a fiery stimulant stirring within you discontent with the common duties of your daily life; never a debilitating potion that destroys your mental vigor and unfits you for serious thinking; but always the refreshment of your weariness; the tonic for your wasted energies; the replenishment of your knowledge; the invigoration of your higher purposes; the reinforcement of your virtue.

The Columbus School Board has undertaken to cultivate a taste for good reading in the grammar and higher primary grades of the public schools by adopting for supplementary reading in each of these grades some small but choice book of real literary merit, and requiring the pupils to read it and give some account of it. The two higher primary grades have "Æsop's Fables" and "Robinson Crusoe"; the four grammar grades read, respectively, Montgomery's "Life of Franklin," Church's "Stories of the Old World," Irving's "Sketch Book," and Scott's "Lady of the Lake." Each pupil who passes through the grammar school will therefore have had in his hand at least six good books, and will know something about them. It seems to me that this list is well selected, and that the benefit of such a short course of reading as this may be very great. Plenty of trash finds its way into the hands of these boys and girls; how many of them there are who would never, but for some such requirement as this, make the acquaintance of any good book! If they can be taught to perceive the beauties of these English classics, to relish the great humor of Irving and to find pleasure in the sound manliness of Scott, many of them may be saved from the mental debauchery which tempts them from the news-stands.

THE RED MANTLE.

GERMAN LEGEND.

THERE was a German merchant in the days of old, who used to travel with costly jewels from city to city. His name was Berthold. He was an earnest, warm-hearted man, but he had a fiery temper and a sharp tongue.

One day, towards night, he was journeying through a black forest. The winds were sighing in the pines; there were scudding clouds; a great shade came down on the forest, and rain seemed about to fall. Berthold saw that he could not reach the city that evening. He was alone in the wild forest with his portmanteau of jewels. What was he to do?

Night came on. The moon rose, and

was darkened. The forest roared with the wind. Around him were beasts of prey. What could he do?

He stumbled on. At last he saw a gleam of light. It came from a window in the forest. He hastened towards it, and rapped on the door.

The door slowly opened. A grey-haired old woman with a beautiful face stood before him.

"Who lives here?" asked Berthold.

"A poor collier and his family. Why do you come?"

"I am a traveler, belated and lost. Will you give me food and lodging for the night?"

"I will give you food, but I cannot give you lodging, though loath I would be to refuse a stranger a roof on such a night as this."

Her husband now appeared, holding a light over her shoulder.

"It hurts my heart to refuse a stranger," said he, "but you would be better off in the woods than here. How the wind roars! There, the light has blown out! Come in!"

The merchant entered. The great log room had an open fire, and around it sat the most beautiful children he had ever seen. The woman spread the table. As he finished the meal he said, "You surely would not send me out into the forest on such a night as this?"

"Stranger," said the collier, "you may stay, at your peril—though if you will obey what I tell you, no harm will come."

The table was cleared, and the good woman brought out the musical glasses. She tuned them, and when the children touched them there was most beautiful music, and the father and mother clasped their hands and the family sang, "Now the woods are all reposing," but still the wind was wild.

"Now," said the father, "we must pray." They all knelt down, the merchant with them.

As the collier was praying, the door slowly opened, and the fresh air fanned the fire. The merchant looked up—what was at the door? What indeed!

A little dwarf stood there in a red mantle. He seemed withered and pinched up, and his eyes were like coals of fire. He cast an evil look at the merchant, and slowly closed the door. The merchant wondered.

"Now," said the collier, rising, "I will show you to your chamber. But listen! If anything enters your r night, think holy thoughts, an will come. Do not be angry; d any evil words. If you do not you will bring trouble upon me

"And we would have to live years over again," said the wo a look of distress. "Think holy whatever may happen!"

The merchant went up to his and, placing his portmanteau o laid himself down to rest. He asleep, when the door of his cha open, and the little dwarf wit mantle and fiery eyes entered. chant started. The dwarf appro bed, his eyes gleaming in the He stood for a time looking a chant, then laid his hands on manteau. The merchant's ange and he uttered a fearful oath.

The dwarf began to grow!

The merchant bade him go, profane words.

The dwarf grew at every e taller and taller, more dreadfu and feature.

"Help!" shrieked the merch voice awoke the house.

The dwarf, now a giant, rus the stairs.

The collier and his wife appe

"What have you done to o spirit?" cried the collier. " not been thinking holy thoug have made him grow to the dem of old! We have lived him righteous lives, and he had smaller and smaller, and we ho him disappear."

"And now," cried the colli bursting into tears, "we will h all those years over again!"

The moon was now shining sky, and the merchant took his teau and hurried away.

Ten years passed, when nigh the merchant, Berthold, in the s again. It was a pleasant nigh merchant bethought himself of He saw a light in the same h went to the door and knocked. in God's name, and welcome voice.

He entered. The family h the musical glasses, and were down to pray. The merchant them. Then he listened for t open. But the room was still. stead of the dwarf, there came

a beautiful light into the room. The merchant looked up. There was a glorious face forming in the shadows, and as the collier prayed on, it grew more and more distinct, and came and hovered over them, with a golden circle above the head and with glistening wings. It was the face of an angel!

The merchant told the family who he was.

"Stay with us, we pray you," said the collier's wife. "There is nothing to fear; we have lived him down, and now, praised be the Lord, there is an angel in the house. Did you know—one may live so as to change an evil into an angel?" —*Inland Educator.*

TRANSPORTATION OF PUPILS.

CONCORD is a name famous for several reasons in the history of our people. The name has lately appeared in educational reports as that of a community which successfully solved the problem of school transportation. To use New England phraseology, it is a town of about 4000 inhabitants, situated twenty miles northwest of Boston. It was originally laid out, in 1636, six and one-tenth miles square, but having lost territory from time to time, it now contains about twenty-five square miles. Prior to 1879 the common schools were twelve in number, occupying eleven houses. The district school houses for the accommodation of the outlying farming population were at distances from the centre varying from one and a half to three miles. A movement to close these outlying schools by transporting the children to graded schools in central locations, required ten years for its consummation. Although many of the parents were at first opposed to this consolidation, they now seem entirely satisfied and would not have their old school if they could. We quote the following paragraphs from the report of Supt. W. L. Eaton:

"The apprehensions of the owners of real estate that a depreciation of values would result if the local schools were closed, has proven to be groundless. The natural reluctance of parents to send their young children so far from home and for all day to attend the Centre school has vanished. The children are conveyed in comfortable vehicles fitted up for their accommodation. They are in charge of trusty drivers *en route*, and at noon they are under the especial care of one of the teachers, who has an extra compensation for the service. When it is practicable a farmer living near the extreme end of the district is employed to convey the children; often the farmer's wife drives the conveyance, an arrangement that meets the entire approval of the school committee, and is, perhaps, the most satisfactory one possible. As a rule the committee do not approve of entrusting the duty to the hired man. Three two-horse barges and two one-horse wagons are in use at present. All these vehicles are fitted with seats running lengthwise, and are closed or open at the sides and ends as the weather requires, and in cold weather are provided with blankets and straw. The driver starts from or near the remote end of his district and drives down the principal thoroughfare, taking up the children at their own doors or at cross-street corners.

"The attendance of the children so conveyed is several per cent. better than that of the village children, and it is far higher than it was in the old district schools. This is not strange when one reflects that the children are taken at or near their own doors, and conveyed to school without exposure in storming weather, and with entire comfort in cold or snowy weather. Discipline in the carriages is maintained readily, as the driver has the authority to put out any unruly child. The children are conveyed from one and a half to three and a half miles. The cost of transportation is about fifty dollars per week. It is estimated that it would cost seventy dollars to maintain schools in all the districts. The number of teachers in the Centre school is not increased by the consolidation, as the eighty to one hundred children are distributed quite uniformly among the various rooms.

"Whatever advantages a system of carefully graded schools, occupying a well-ventilated and well-cared-for school house, taught by a body of intelligent and earnest teachers co-operating to secure the best discipline within and without the school room, has over a mixed country school, such advantages are shared alike by all the inhabitants of this town. All alike are interested in all real progress in methods of discipline and instruction, and in improved appliances to

aid instruction. Superintendence becomes more efficient. The introduction of new subjects of study, and of drawing, music, gymnastics and manual training, is made easy, since all the pupils of the town are found in three school houses. Appliances of all kinds and books of reference can be provided more extensively and at less cost. In short, every scheme to make the teaching more efficient or broader, can be carried into effect far more readily. The history of this movement in Concord conclusively shows that the success of the plan here was due to its intrinsic merit, acting upon the minds of an enlightened people desirous of furthering the true educational interests of their children.

"Many incidental advantages subordinate to the prime one have resulted. All the children of the town meet upon the same arena, test the quality each of the other, and exchange from the beginning those influences which will mould them to act together harmoniously and intelligently in the future. All the parents of the town have an equal interest in the welfare of the two central systems of schools, and for many years dissessions about the maintenance of schools have been unknown in our town meetings. Many families have come to live in the town because of its educational advantages. The farms that come upon the market find readier sale than before. The children from the farming districts are no longer distinguishable from the village children by a certain awkwardness of manner or address. The moral tone of the school and of the school yards has developed wonderfully. The parents feel and appreciate these many incidental but vastly important advantages, and are convinced that the system is superior to the one it has displaced."

The same idea is carried into effect all over the state of Massachusetts. Advantage is taken of milk wagons and all manner of conveyances to lessen the expense of transportation and save the school money for the legitimate uses of the school. To what extent the system prevails, is evident from the report of the Board of Education for 1893–94, which gives the following interesting statement of facts and figures.

"In the year 1887 the attention of the Secretary of the Board (the State Board of Education for Massachusetts) was specially attracted to the large sums applied in certain towns for the transportation for children to school. Since that year returns of this item have been made annually to this office. The purpose of the law authorizing towns to expend money for conveyance, was to enable children living remote from central schools, especially from schools 'kept for the benefit of all the inhabitants of the the towns,' to gain ready access to these schools. The law was enacted in 1869. Montague, in Franklin county, early availed herself of its provisions for conveying children to her central high school. In general, towns were slow to take advantage of the law as a means of consolidating their feebler lower-grade schools. Concord was among the first to apply it on a large scale for this purpose. Her example was speedily followed by her neighbors. The success of the plan wherever applied has secured for it an extended application. The expenditure, beginning wtth $22,118.38 in the year 1888–9, has advanced to $63,617.68 the present year. This is an advance of $13,027.27 from the expenditure of $50,590.41 a year ago. The results are in general highly satisfactory to parents and to voters of the towns. Of these towns, 199 make returns of expenditures for transportation varying from $5.00 per annum in Shutesbury to $2,366 per annum in Lexington. Wisdom is needed in adjusting the details of the plan to individual cases. But this has been exercised to such a degree, and the law is so beneficial, that in operation it meets with almost universal favor. It is helping to solve the question, What can be done for the small ungraded schools scattered over the sparsely populated portions of the State? These schools are steadily disappearing under the operation of this law."

When a bill was introduced at the last session of the Pennsylvania Legislature to give directors' power to close slimly-attended schools by providing free transportation to other schools, there was a howl of disapproval from those who spend little time in studying educational questions. Some thought it was a scheme of the traction companies to tax the people. Others declared that school money is not intended for horse-hire, but for purposes of education. When Concord can save twenty dollars per week and gain superior advantages for all the children of school age, it would seem

wise to give our directors the option of closing schools with less than ten pupils by conveying them to other schools. Directors are not to spend the money of their neighbors rashly.

The causes which have led to a decrease of population in the rural districts of New England, are also at work in Pennsylvania. In one township the directors took the matter into their own hands and closed a school with five pupils by transporting them free of charge to a neighboring school. In another township one school had but four pupils during the entire winter. The salary of the teachers was fixed at $25.00 per month, but in view of the small attendance at this school the teacher was hired at $20.00. Of course the poorest teaching talent fell to the lot of these four children, and yet the district was educating them at an expense of $30.00 apiece during the minimum term of six months. Their transportation to, and tuition in a neighboring borough would have involved less expense, and secured better teaching under far better hygienic conditions.

Connecticut and other States have followed the example of Massachusetts in legislative enactments under which school officials may provide transportation for children to and from school in cases where a school is discontinued or where it has been united with another school. Shall Pennsylvania be among the last to fall into line?

NIAGARA REVISITED.

BY EDWARD EVERETT HALE.

THE sound is the same, the sight is the same, the rich beryl in the Horseshoe is the same, the lazy floating of the flecks of foam is the same, and nothing is in a hurry. One is so glad of that. Then the dear little Maid of the Mist goes and comes as she did. She cannot be the same Maid; she would be quite an old Maid now. But she goes where she did then, and as she did then. Perhaps the engine of the old Maid has been put into a new hull. You know that was the wish of the Cincinnati boat captain for John Quincy Adams. "If we could only take the engine out of the old Adams and put it in the new hull!"

But one can do some things one could not do then. Since I wrote the first words here we took the trolley car on the Niagara Park Railway and went to Queenstown, and, as if we had been two successful Sinbads, a steamer came up which seemed to want to take us across to Lewiston. So we crossed, came back by the steam train, walked across the bridge, which was not here thirty years ago, and saw our dear Falls by the full moon, who was here then. All this we did in a little more than two hours.

The charm of this is that the trolley road, till you come to Queenstown, keeps the top of the bank, and you can look down into the gorge almost all the way. Two seats are arranged as in a medical lecture room—all face gorgeward, and three rows of travelers with no one standing up (that privilege is reserved for the West End) look down together. Before you print this letter the trolley road on the East side, the American side, will be ready for people to return by.

There is one comfort here now which we did not have a generation ago. On this side and that side of the river the Falls are in the hands of the people, to whom they belong. The State of New York has made a reservation on her side, and the Dominion of Canada has made a reservation on her side. Here is the Niagara Falls Park, yonder is the Prospect Park, and everything is as simple and friendly as it is in the woods behind your house, or as it is in the Central Park. There is nobody to annoy you by solicitation that you will buy this Passaic made beadwork, or that cane cut from one of the Three Sisters. You buy the beadwork if you want to, and you buy the cane if you want to, but nobody bothers you.

When we Nationalists say that the world will be governed very much in this way a hundred years hence, the cynics reply that anything in the hands of the Government is very badly done. All I can say is that here are two reservations in the hands of two Governments, who manage them marvelously well. I suppose there is a hand of iron somewhere, but the touch is velvet.

The gods, in bounty, work up storms about us,
That give mankind occasion to exert
Their hidden strength, and throw out into practice
Virtues that shun the day, and lie concealed
In the smooth seasons and the calms of life.

Addison.

MINISTRATION OF ANGELS.

THE belief in the existence of heavenly beings who in some manner are concerned in the affairs of men, has existed from the earliest periods of which we have a history. This faith is peculiarly grateful to the human heart, and, though it has never been received with favor by men addicted to purely physical studies, it has been entertained by the Church with fond faith and by the common people with the enthusiasm of sympathy. It is scarcely possible to follow the line of development in the animal kingdom, and to witness the gradations on the ascending scale, unfolding steadily, rank above rank, until man is reached, without having the presumption awakened that there are intelligences above man,—creatures which rise as much above him as he above the inferior animals. When the word of God announces the ministration of angels, records their early visits to this planet, represents them as bending over the race in benevolent sympathy, bearing warnings, consolations, and messages of wisdom, the heart receives the doctrine even against the cautions of a skeptical reason. Our faith might be put to shame if the Scriptural angels bore any analogy to those of the rude and puerile histories contained in apocryphal books. But the long line of heavenly visitants shines in unsullied brightness as high above the beliefs and prejudices of an early age as the stars are above the vapors and dust of earth. While patriarchs, prophets, and apostles show all the deficiencies of their own period and are stained with human passions, the angelic beings, judged by the most fastidious requirements of these later ages, are without spot or blemish. They are not made up of human traits idealized. They are unworldly,—of a different type, of nobler presence, and of far grander and sweeter natures than any living on earth. The angels of the oldest records are like the angels of the latest. The Hebrew thought had moved through a vast arc of the infinite cycle of truth between the days when Abraham came from Ur of Chaldæa and the times of our Lord's stay on earth. But there is no development in angels of later over those of an earlier date.

These heavenly visitants were as beautiful, as spiritual, as pure and noble, at the beginning as at the close of the old dispensation. Can such creatures, transcending earthly experience, and far outrunning anything in the life of man, be creations of the rude ages of the human understanding? We could not imagine the Advent stripped of its angelic lore. The dawn without a twilight, the sun without clouds of silver and gold, the morning on the fields without dew-diamonds,—but not the Saviour without his angels! They shine within the temple, they bear to the matchless mother a message which from their lips fell upon her as pure as dew-drops upon the lilies of the plain of Esdraelon. They communed with the Saviour in his glory of transfiguration, sustained him in the anguish of the garden, watched at the tomb; and as they had thronged the earth at his coming, so they seem to have hovered in the air in multitudes at the hour of his ascension. Beautiful as they seem, they are never mere poetic adornments. The occasions of their appearing are grand. The reasons are weighty. Their demeanor suggests and befits the highest conception of superior beings. These are the very elements that a rude age could not fashion. Could a sensuous age invent an order of beings, which, touching the earth from a heavenly height on its most momentous occasions, could still, after ages of culture had refined the human taste and moral appreciation, remain ineffably superior in delicacy, in pure spirituality, to the demands of criticism? Their very coming and going is not with earthly movement. They suddenly are seen in the air as one sees white clouds round out from the blue sky, in a summer's day, that melt back even while one looks upon them. They vibrate between the visible and the invisible. They come without motion. They go without flight. They dawn and disappear. Their words are few, but the Advent Chorus yet is sounding its music through the world.

A part of the angelic ministration is to be looked for in what men are by it incited to do. It helps the mind to populate Heaven with spiritual inhabitants. The imagination no longer translates thither the gross corporeity of this life. We suspect that few of us are aware how much our definite conceptions of spirit-life are the product of the angel-lore of the Bible. It is to be noticed that only in Luke is the history of the angelic annunciation given. It is to Luke also that we are indebted for the record of the angels at the tomb on the morning of the resurrection. Luke has been called the Evangelist of Greece. He was Paul's companion of travel, and particularly among the Greek cities of Asia Minor.

This suggests the interesting fact that the angelic ministration commemorated in the New Testament would greatly facilitate among Greeks the reception of monotheism. Comforting to us as is the doctrine of angels, it can hardly be of the same help as it was to a Greek or to a Roman when he first accepted the Christian faith. The rejection of so many divinities must have left the fields, the mountains, the cities and temples very bare to all who had been accustomed to heathen mythology. The ancients seem to have striven to express universal divine presence by multiplying their gods. This at least had the effect of giving life to every part of nature. The imaginative Greek had grown familiar with the thought of gods innumerable. Every stream, each grove, the caves, the fields, the clouds, suggested some divine person. It would be almost impossible to strip such a one of those fertile suggestions and tie him to the simple doctrine of One God, without producing a sense of cheerlessness and solitude. Angels come in to make for him an easy transition from polytheism to monotheism. The air might still be populous, his imagination yet be full of teeming suggestions, but no longer with false gods. Now there was to him but one God, but he was served by multitudes of blessed spirits, children of light and glory. Instead of a realm of conflicting divinities there was a household, the Father looking in benignity upon his radiant family. Thus, again, to the Greek, as to the patriarch, angels ascended and descended the steps that lead from earth to Heaven.

Henry Ward Beecher.

THE BEAUTY OF THE SKY.

BY FANNIE S. GUPTILL.

I THINK it is Ruskin who says that the most sacred work that can be done for humanity is to teach people "not how to better themselves, but how to satisfy themselves. And to do this the art of joy and humble life is, of all arts and sciences, the one most needing study. Humble life—that is, proposing to itself no future exaltation, but only a sweet continuance; not excluding the idea of providence or provision, but wholly of accumulation; the life of domestic affection and domestic peace, full of sensitiveness to all elements of costless and kind pleasure, therefore chiefly sensitive to the loveliness of the natural world."

In the light of the facts of daily life, we conclude that the main business of this world is to gain an honest living. The farm, the shop, the mill, the lumber camp, the mine, the raft, will still be the scene of labor for the boys, and the home supported by such labor will, as of yore, remain the sphere of the girls. On this plane, actually, do nine-tenths of all the boys and girls wrestle with the problem of living. Years of prospective toil lengthen before them. In defiance of theories of the social status of the new man, or the new woman, these ranks must ever be full, and if crowded to overflowing, the larger surplus will naturally gravitate toward the lower side to increase the ranks of the idle and vicious—unless they be taught "not how to better themselves, but how to satisfy themselves."

It is the purpose of modern education to ameliorate the rigors of their condition. In Ruskin's thought the loveliness of the natural world is calculated to mitigate the harshness of drudgery, to infuse spirit and life into mechanical operations, to dignify labor into the developing instrument God intended, to add comfort and hope and refinement to an otherwise degrading existence, to change the laborer's home from a mere place of shelter to a training school for the virtues, where "domestic peace," and "kind pleasure," and "sweet continuance" are the real object and crowning of the struggle.

The great ones of earth have left much to prove to us that wherever a real love of nature has existed, it has been a faithful and sacred element of human feeling, contributing to real contentment and moral exaltation. Thompson sings,

I care not, Fortune, what you me deny,
You cannot rob me of free Nature's grace;
You cannot shut the windows of the sky,
Through which Aurora shows her brightening face.
Their toys to the great ones leave;
Of fancy, reason, virtue nought can me bereave.

Wordsworth says of early impressions,

The sounding cataract
Haunted me like a passion; the tall rock,
The mountain and the deep and gloomy wood,
Their colors and their forms were to me
An appetite.

Browning thus expresses it,

God's own profound
Was above me, and under, the sea,
And within me my heart to bear witness,
What was, and shall be.

Notice also these raptured words of Coleridge,

O dread and silent mount! I gazed upon thee
Till thou, still present to the boding sense,
Didst vanish from my thoughts; entranced in prayer
I worshipped the Invisible alone.

From the pen of Prof. Blackie drops musically,

Beautiful world!
My tongue finds no words
For the graces that gem thee!
Beaming with sunny light
Streaming with gay delight
Full as a river!
Bright world! Brave world!
I bless thee and bend
To the God who did frame thee!

Byron in solemn mood exclaims,

To me high mountains are a feeling.

Nature study is a factor in education. Birds, bees, animals, plants, flowers, and ripening seeds, all bring answer to the child's inquiry into the relations and casual connections of phenomena, into the discovery of law, unity and purpose in nature, but there is an æsthetic side of nature-teaching which, perhaps more than the practical, ministers to those uplifting moral impressions, which defy analysis and expression, and yet bring the soul into a felt nearness to the Creator. Beauty of form in graceful fern and waving trees, brilliant color in flower and bird and insects, the awful presence of the overhanging rock, contribute to this phase of nature's teaching and give real pleasure to the heart. But there is no one other object of study which equals *the sky* in combining all these elements in one varying panorama.

As we read the inspired writers we are

constantly impressed with the influence upon their thought of the divine infinity, the spiritual tenderness, the almost human passion, and the moods, gentle, capricious or awful, of the oriental sky. The psalmist in exaltation exclaims: "When I consider Thy heavens, the work of Thy fingers, the moon and stars which Thou hast ordained, What is man that Thou art mindful of him?"—*Education.*

WHOSE FAULT WAS IT?

IN a country school in northern Ohio, during the winter of '92 and '93, there was no end to the disorder and confusion prevailing. Some gave one reason and some another, but, perhaps the best explanation of the state of affairs could be given in the teacher's own words, written at random by one of the boys, who "took notes" for his own amusement.

The notes were not taken for publication, of course, but they are given here *verbatim*, hoping that they may help some young teacher to steer clear of such shoals.

"We have too much whispering, and it is among the larger scholars; whisper a little more softly."

"Girls, you are too noisy!"

"Stand up in the class, Jenny."

"Turn around that way, Mary."

"Karl, get your slate out."

"Johnny, that is enough of *that* now."

"Have it quiet at the board."

"Too much loud whispering. *We must have it quiet!*"

"Turn around there and get your lesson."

"Now, *now we must have it quiet;* it is useless to have all this noise in the schoolroom."

"*Sit down there*, George."

"Let's have the attention of the class."

"*See here, boys!* we have enough whispering now."

"Jake and Andy, *let's have it quiet.*"

"Now, *let's have it quiet;* it's getting too noisy."

"Let's *have it quiet, boys.*"

"We have too much noise, let's *have it quiet.*"

"Karl, make those letters."

"James, *let's have it quiet.*"

"We have too much whispering; each one get to your own lessons."

"If you have no respect for me, have a little for yourselves."

All the above corrections took place within a short time, and that was the last term that teacher tried to teach.

We will let the reader draw his own moral.—*N. Y. School Journal.*

CHRISTIAN WOMANHOOD.

CHRISTIAN women sometimes, not unjustly perhaps, complain that words of encouragement and exhortation from religious teachers are too rarely spoken with reference to themselves. Such are invited by Dean Farrar to remember that in the Bible the part which women play in the history of mankind—the mighty work which they can do for the amelioration of the world—is fully recognized. Everywhere, says he, their figures shine forth from the page of Scripture, "since that pathetic fall and pathetic fortune of the sad mother of our race." We quote as follows from an article on "Christian Womanhood," contributed to *The Independent* by Dean Farrar:

"In the Old Testament we see them, now glowing with patriotic triumph, like Miriam or Jephthah's daughter with their dances and their cymbals; now in the helpful tenderness of sympathy, like Ruth and Abigail; now pouring forth the passion of prophecy, like Deborah or Huldah; now in all the sweetness of domestic duty, wearing the ornament of a meek and quiet spirit, like Sarah and Rebekah; now swaying the hearts of kings, like Esther or the mother of Agur; now as their ideal was sketched by a kingly pencil in the gracious matronhood and serene activity of the 'virtuous woman.' And this was even in the days when womanhood was for the most part depressed and despised. Christianity came to raise women out of this condition, to restore them to that primeval rank which they had held before the days of Moses or of Oriental despotisms. Among the Jews and Greeks and Romans, to whom Christianity was preached, women had been kept for the most part in deep seclusion, and encouraged to regard an almost menial gatory insignificence as the summit of excellence. Christianity came to raise her from the drudge of man into his helpmeet, making her not the victim of his tyranny or the toy of his caprice, but the equal sharer of all his sorrows and all his hopes. And Christian womanhood sprang at once to the height of this new

ideal. The New Testament like the Old, is full of the names of women, admirable not so much in the rare splendor of achievement as in the daily beauty of holiness. They took no small part in the conversion of the world. Who was the first convert in Europe to the faith of Christ? Was it not the Lydian lady who sold purple at Thyatira? and was it not through her affection and generosity that Philippi became to St. Paul the dearest of his churches? And how many more we see whose names are written in the Book of Life! There is Priscilla, blessed by aiding in the conversion of the eloquent Apollos, nay, even in the founding and nurture of the infant churches of Corinth and of Ephesus. There was Phebe, the humble deaconess, who once carried under the folds of her robe the letter which was the first great treatise of Christian theology. There was Eunice, and her mother Lois, to whose training in the Scriptures was due the beauty of character which made Timotheus, the gentle and timid Greek boy, the most dearly loved and helpful of the pupils of St. Paul. There were women like Tryphena and Tryphosa, slaves once, who, with names of insult and amid the infamies of heathendom, could still wear the white flower of a blameless life. There were the mother of Rufus, and the sister of Nereus, and many another shedding the fragrance of meekness and innocence through humble homes. And as these were the successors of the Marys who were last at the cross and the earliest at the tomb, and of Salome and Joanna, who had ministered to Christ of their substance, so they too became the example to long lines of successors through the Christian ages, who handed on from generation to generation the torch of life."

It will be found greatly to stimulate the interest of the whole family in the morning Scripture reading, if brief comments and explanations are judiciously made from time to time by the older members of the family. It goes without saying that reading in turn by all is more likely to maintain interest than the reading of the whole lesson by any one, while the time consumed in the two methods will not, if the children have been properly trained, differ materially. Everybody enjoys most those exercises in which he has some part himself, unless he is hopelessly lazy or diffident, or has paid for his entertainment. In any case, care should be taken to see that no member of our own families habitually listens to the reading of anything, especially the Bible, without paying strict attention to it.—*Bible Reader.*

DR. BURROWES AND THE STATE NORMAL SCHOOLS.

REPORT OF THE SELECT COMMITTEE

Of the Senate on the bill entitled "An Act to provide for the training of Teachers for the Common Schools."

The Select Committee, to which was referred the Senate bill, entitled "An Act to provide for the due training of Teachers for the Common Schools of the State," beg leave to report:

That the want of proper schools for the education and training of teachers for the common schools of the State has been long felt and acknowledged. In the infancy of our common school system, this subject, although its importance was always conceded, was subordinated to the primary object of securing a foothold for the system itself, which then encountered in many sections of the State a bitter and persistent hostility. But as that system gradually overcame opposition, and established itself upon a permanent basis, those efforts, which in its early years had been required for its advocacy and defense, were directed to its improvement and extension. Much has been effected, and the system has reached a point where its efficiency and usefulness will be most increased by the adoption of some uniform method of Normal instruction.

The policy of Pennsylvania has been to create and foster, in connection with her common school system, a popular sentiment upon which that system and all its improvements could lean for support. It is the opinion of your Committee, that they are not in advance of that public sentiment, but are its organ, in urging upon the Legislature the propriety of engrafting upon the system, at this time, a suitable method for the instruction of teachers, which will afford the advantages and possess the symmetry and efficiency of a State Institution. It is well known that the most frequent complaints which reach all who are interested in common schools, is of the ignorance and inefficiency of teachers. Governors in their messages, State and County Super-

intendents, and District School Directors have made it the subject of constant official notice. Without elaborating this topic, your Committee would refer to the Reports of the Superintendents of Common Schools for years past, and more particularly to the Reports of the County Superintendents, for further information. These documents prove clearly: 1. That the great want of the Common School system is a "sufficient number of competent and well-trained teachers"; and 2. That public opinion demands that this want shall be supplied by the establishment of well-organized Normal Schools under the patronage of the Commonwealth.

Should Pennsylvania incorporate a uniform system of Normal instruction into her educational policy, she will only be following the lead of some of her sister States. The subject has engaged the attention of most of the States of the Union where common schools exist, and some of them have already established schools, which are rewarding the wisdom of their founders by elevating the standard of education, increasing the efficiency of the Common Schools and improving the character of the teacher. New England, New York, New Jersey, and some of the Western States, have tried the experiment with eminent success; and the intelligent public sentiment of those States recognizes in Normal Schools a necessary part of any well-organized system of general education. Prussia is the mother of Normal Schools; and it is worthy of Pennsylvania's notice, that this system was conceived and established by the scholars and statesmen of that German State, foremost of the kingdoms of continental Europe in general intelligence and virtue, and in the perfection of her educational system, from whence emigrated the ancestors of a large portion of our population. As early as the year 1850, Prussia had over fifty Normal Schools; France nearly one hundred; Great Britain twenty-six; and about one hundred more were scattered over other parts of the continent. Since that time they have been steadily increasing in numbers and efficiency.

In 1839 Massachusetts had established three Normal Schools; Connecticut one; New York one, besides special appropriations to her numerous academies for the purpose of adding thereto facilities for the instruction of teachers. New Brunswick and Upper Canada have each one of these schools, both of which are most liberally supported; Lower Canada has recently established three.

Shall the State of Pennsylvania, then, with her teeming population, her widely-extended territory, so rich in all elements of prosperity, destined by nature to be the crowning glory in the wide arch of our Union, fall behind her sisters in this great work of progress?

Your committee do not think further statements or arguments necessary, to prove that the time has arrived to inaugurate a system of Normal institutions, which will be worthy of Pennsylvania and of her educational interests.

How shall it be most certainly and wisely effected? Your committee are of opinion that the bill now in their hands has been framed to supply the wants of our common school system, and is less objectionable than any scheme which has heretofore been proposed. They consider that it possesses the great merit of harmonizing and adapting itself to that system, without which no plan of Normal instruction can succeed.

It is quite possible that a system of public education might be constructed which, at first sight, would appear more simple, more symmetrical and more efficient than that of Pennsylvania, but experience would probably show that the improvement was more apparent than real. Whatever its faults or merits, *the system is our own.* After years of struggle, it is finally established, if not in the affections, at least in the knowledge of the people; and any project involving organic change or material departure from its method of operation would only, if adopted, result in confusion and evil. But it will be admitted that to reach the point of excellence which is its destiny, new parts must be added, although in the addition of such parts the important truth must be remembered, that to secure efficiency and success, they must conform to its wants as indicated by its own workings and public opinion. One of these parts is the Normal School. Theory would affirm that the first requisition of a good system of education is the prepara- of the teacher, and that the first duty of a State, in the creation of such a system, is the establishment of suitable schools for his training. In Pennsylvania, always cautious in the work of progress, practice has settled a different policy. For twenty

years she has steadily set her face against such schools as State Institutions, preferring to devote her energies and means to establish and foster the common school. But now that the common school has fought its way, not only to recognition but to favor, the reliable social legislation of public opinion opens the way for the Normal School, as its necessary ally and support. The bill now before your committee proposes to give legislative sanction and expression to that public opinion, by establishing Normal Schools in such number and with such efficiency, as to extend their benefits to the whole Commonwealth, without imposing upon the people any additional taxation.

The bill groups the counties of the State into twelve Districts, convenient in form, in each of which a Normal School may be established by private enterprise, under the sanction of legislative enactment. It is neither supposed, nor is it perhaps desirable, that under this bill, should it become a law, twelve Normal Schools will at once, or even in the next five years, spring into existence. Their establishment will be slow. The Lancaster District, we are informed, will come fully up to the provisions of the bill by the end of the summer of 1857, or at furthest by January 1858, if it pass this session. During the year 1858, the Allegheny and the Chester Districts will probably do the same; and it may be that three others will report soon after. In all probability one of these three will be received in 1858 or 1859, thus enabling the plan to start. But the chief good effect of the law will be found in the fact, *that it will settle the policy of the State on this question*, and thus relieve those who are desirous of investing in this direction, from the risk of competition, or rather ruin, by the establishment of institutions supported by the State Treasury. Again, these schools will at once, even before recognition under the law, begin to produce fruit. They will take students, and by the superiority of their instructions, each will strive to increase the number and to obtain public confidence; so that almost from the passage of the act, the plan will be found productive. Four such schools in operation will do much good.

Neither is it supposed that the Boards of School Directors throughout the State will soon or largely send students, as the bill provides they may, on public account; nor is it indispensable, although very desirable that they should. It is claimed as the especial merit of this bill that the plan it embodies avails itself of private enterprise, and is designed to be self-supporting. Judging from the patronage now received by the numerous small and incomplete schools scattered over the State, the number of outside students will be quite sufficient to fill them all. But when Directors do begin to send, it will be found to be one of the best means, in the opinion of your committee, not only to increase the number of good teachers, but to vivify and stimulate every school in the State.

Should the bill pass, and the twelve schools be ultimately brought into operation, the number of graduates will never be found too great for the wants of the community. The course of study will probably be three years. This would graduate one-third, (or twelve hundred) of the whole number annually, on the supposition that each school shall have three hundred students. Of this number, probably not more than one-third or four hundred, if so many, will permanently become teachers. Death, removal from the State, disinclination for the profession, and unfitness, will take off large numbers; so that the annual supply will probably fall short of the annual demand. But even if all should continue in the profession, our State can retain the best, and the rest find employment elsewhere.

One great merit of this bill, to which the committee would invite the attention of the Legislature is, that it establishes these Schools upon a basis worthy of its important object. However obvious may be the policy of shaping the means for the training of teachers, to suit the educational sentiment and action over the State at this time, the chief danger to be guarded against is that of lowering the standard of qualification and size in these institutions, down to that of the hundreds of small and insufficient schools which desire to be included. In the opinion of your committee, years of total inaction on this subject would be far preferable to a policy so fatal.

In concluding their general remarks upon the bill now before them, your committee would urge its passage, because in their view, now is the time to give form and direction to the Normal School movement. Prominent and enterprising professors and educational men have been long waiting for the State to establish

Normal Schools, desiring, naturally and properly, a place in them. They are impressed with the belief that the State will not do so, and they are operating on men of capital and liberality to start private institutions. At this moment, the State, by the passage of such an act as the one under consideration, may, without cost, unite, control and render thoroughly effective all such feelings and enterprises.

Your committee do not deem it necessary or proper in this report to remark at length upon the details of the bill. But a few observations upon the 9th Article of the 6th Section will not be out of place. It provides that the School Directors of any District may send, and the proper Normal School shall receive, one student annually, alternately male and female, at a cost of not more than $5 each per quarter, to be paid by the said School Directors, the males not less than sixteen, and the females not less than fourteen years of age; and the 12th section provides that the students so educated shall be liable to devote the next three years after their graduation, to teaching in the Common Schools of the district which defrayed the expenses of their instruction, at the medium rate of compensation in such district; and if not so required by their proper district, they shall devote the same period of time to teaching in some other district of the State.

These provisions most directly connect the plan of the bill with the Common School system, and they deserve especial care and attention. Their object is twofold; first, to provide a supply of teachers for and from our Common Schools, and second, to stimulate and improve all those schools by extending the prospect of this mark of distinction to every pupil.

The cost for instruction is low, ($20 per annum,) but low as it is, its payment is purely voluntary, thus relieving the whole scope of our system from all unnecessary compulsion.

In conclusion, your committee think that if the Legislature should not see proper to adopt the plan embodied in this bill, its consideration will open the way to further investigation of the subject, and they hope, result in the establishment of a system of Normal Instruction by which the intellectual wants of the people will be supplied, our common schools raised to the highest standard of excellence, and the blessings of thorough, efficient education be extended to every section of our beloved Commonwealth. The common school is the life of the State; for from its bosom must be drawn those streams of knowledge and virtue which prepare freemen for the high duties of our Republican system; and to foster, extend and perfect it, is the plainest lesson of wisdom and patriotism.

SPEECH BY HON. GEO. W. BREWER.

[On the Normal School Bill, in the Senate of Pennsylvania, May 4, 1857.]

MR. SPEAKER:—As one of the committee to whom the bill under consideration was referred, I feel constrained to ask the indulgence of the Senate, for the purpose of submitting a few observations upon its final passage. We have endeavored to discharge the duties imposed upon us with fidelity to this body, and with advantage to the best and highest interests of the State. The bill now before us bears upon its face the marks of an intelligent mind and an experienced judgment, and, after a careful examination, the feasibility of its provisions and the grandeur of its purposes, seemed to your committee to present one of the most interesting and important subjects of legislation which have occupied the deliberation of senators during the present session. I would here express, with emotions of pride and pleasure, my unshaken conviction, that the great question of popular education, involving as it does the welfare, the happiness, and the destiny of every class and every condition, of the entire people of the whole Commonwealth, will command the undivided approbation, and enlist the warmest sympathies, of every member of this body. The impressive lesson of all history tells us, with oracular tongue, that the intelligence and the virtues of a nation possess, alone, the charm to embellish their existence or the power to perpetuate their liberties.

That legislation is wise which guides and stimulates the progressive development of the vast resources of our renowned Commonwealth. That policy is true, which breaks the dreamless slumbers of the earth, and drags into open day, from her rocky caverus, the sparkling treasures of her deep buried wealth. And that law is salutary which throws the fostering arm of an equal protection around the kindred interests of agriculture, commerce, and manufactures. But that legislation is wiser which smooths

and widens the uneven paths of knowledge, and invites with a common welcome to her ways, which are "pleasantness and peace," the lingering footsteps of the high and the low, the rich and the poor. That policy is more true which quickens the lofty energies of the human mind and educates and develops the untold riches of the immortal soul. And that law is more salutary whose elevated purpose is to adorn the records of our greatness with the undecaying trophies of literature and science, and to build school houses, lavish as a fairy's hand scattering pearls, all over our broad domains—the modest, but the fairest jewels that ever glitter in the crown of empire.

Pennsylvania might, indeed, well indulge in no common feelings of a virtuous pride. Look at her uncounted wealth, like the sands of the sea—her honored industry, happy and prosperous—her successful enterprise, winning its rapid way to fame and to fortune—her glorious works of charity and her noble institutions of benevolence, the home and the asylum of poverty and misfortune. But after all, a liberal and enlightened system of common schools is the unexhaustive fountain that must enrich and beautify her loveliest scenes—the unclouded sun that must cheer and irradiate the broad expanse of her morning sky. True, the bosom may throb with feelings of unaffected exultation, as it witnesses the ponderous engine, like a "thing of life," bearing on to the sea-board, with swift and unwearied step, over yon snowy mountain, the accummulating fruits of toil and the generous rewards of labor. The heart may kindle into the tender passion of pure and pleasing emotions over yon valley of unblighted fields, waving to the whispering winds, with golden harvests, and vocal with the joyous music of the reaper's song. But the patriot and the Christian, with faculties and feelings, all as keen as sensitive to everything that makes their country great, happy and prosperous, contemplate with a deeper interest and a nobler enthusiasm that lowly roof, in some lowly vale, which scarce shelters from a summer's sun, or a wintry wind, that happy little group of innocence and youth, whose cultured charms or ripened wisdom may one day sweeten all the joys of home, or guard the changing destinies of a nation. It is, perhaps, no very cheering fact, that our system of common schools is still in its infancy, but it is a pleasing reflection that it gives promise of a manhood radiant with health and vigor; and an old age, accompanied with "love, honor and troops of friends." A system simple and yet comprehensive, cheap and yet efficient, it has silenced the angry lips of opposition, has outstripped the fondest anticipations of its friends, and has triumphantly vindicated its preeminent claims to universal favor and approval. The system may not be perfect; what upon the face of this earth is, which springs into existence for human good, at the pleasure of mortal will, or at the touch of finite power?

But, sir, the question recurs, what has been the history of the common school system in Pennsylvania? An eventful history of severe trials and protracted struggles, and at the same time, a cheering record of immense usefulness and splendid achievements. Public opinion, the mighty sovereign in the organization of republican governments, long adverse, and still longer doubtful, has at length set in with a current broad, deep and irresistible in support and vindication of this great and successful institution of popular education. Some twenty years have elapsed since our system, amidst a sea of doubts and difficulties, struggled into the childhood of a feeble existence; and so rapidly have events crowded upon each other, and so vast has been the good accomplished by its operation, that amongst the opening flowers of spring we can almost gather the yellow and ripened fruits of autumn. In 1835, exclusive of Philadelphia, we had seven hundred and sixty-two schools, and now we have ten thousand six hundred and ninety-seven, which is even an increase over 1853 of eleven hundred and ninety. In 1835 we had thirty-two thousand five hundred and forty-four scholars attending the public schools, and in the lapse of that brief period the number has expanded to the imposing spectacle of five hundred and thirty-one thousand seven hundred and twenty-six, which is an increase over the recent year of 1853 of more than fifty thousand. These gratifying facts carry the weight of impartial and convincing testimony to the enlightened policy, and to the marvelous results of this great measure for the public good.

The annual report, able and interesting, submitted to the present Legislature, is full of the most cheering and signifi-

cant information, upon this vital and important subject. The full statistics and the earnest appeal of this volume, address themselves, in the powerful language of a simple but moving eloquence, to the reason and the conscience of every friend of Christian science and progressive civilization, and plead with all the truth and fascination of a persuasive voice, the sublime cause of moral and intellectual culture.

These schools are the people's colleges. They are, with peculiar significance, called common, because they carry the inestimable blessings of their glorious mission to the threshold of every dwelling, and cheer the solitude of every home. Like the incasing air, which breathes the same perfume around the peasant's cottage, and the princely mansion—like the impartial dews of heaven, which give the same freshness and verdure to the poor man's glebe and the rich man's acres, they all, as common and as lavish, give the best and most lasting of all earthly inheritances, alike to the lowly children of poverty and toil, and to the prouder heirs of rank and fortune. If we permit our feet to be guided by the "lamp of experience," the interesting measure now submitted to the calm consideration of every gentleman upon this floor, appears no less wise and feasible in its provisions than grand and important in its purposes and results, and asks the fostering care and guardianship of the Commonwealth. This bill proposes to divide the several counties of the State into twelve districts, and to build up in each, by the hand of private munificence and the power of individual energy, on sure and liberal foundations, a Normal School where the young and the worthy of every class and condition, of both sexes, may qualify themselves for the high and responsible duties of one of the most laborious and honorable avocations of life.

For many years the establishment and maintenance of Normal Schools have engaged the attention, and received the patronage, of the most enlightened nations of all Europe. In 1735, one hundred and twenty-two years ago, the friends of education in Prussia felt, and acknowledged in the liberal policy of a judicious legislation, the paramount value of this great system. And it is apparent to every intelligent mind, that the signal success of the German system of instruction is mainly attributable to these schools for the educating, the training, disciplining of teachers for th duties of the primary schools. back as 1832, the quick, acute fa the French mind, ingrafted upo stitutions of popular education man system of Normal Schools, advocates of this successful sch nessed in full operation in 1848 three schools, which graduate same year ten thousand five and fifty-five students. The and mighty spirit of England soc to the absorbing importance of question, and in 1835 it occu councils of her truest patriots a statesmen. And at once the gr of Normal education won the a of all the feelings, and enliste energies of that enlightened pe moved forward, guarded and by public opinion and legislativ tion, amid the applause of th nation, from dubious experimen torious results. The year 185 full vigor and flourishing thirty-six Normal Schools in and Wales, four in Scotland, a Ireland. And they accomplish that storied soil even more t promises of their unexampled s Germany and France. A numb American States have alread guished themselves by the crea support of these popular institu the instruction and elevation masses of the people, but they altogether inadequate to meet t want in this direction.

It is highly proper that the voice of Pennsylvania should sp this great question. To im necessary vigor and efficiency operation of our system, it is es provide the schools with the ex services of trained and compete ers. Every one will admit th quires no ordinary training an ments to qualify the master difficult and delicate task of cul developing, and directing the faculties of the youthful min virtuous and fortunate mission the varied duties of life and recurring trials of earth.

Before the people can reason pect to reap the legitimate ad and to behold the promised tr the system, they must elevate t ard of competency, and raise an

the high and laborious avocation of teacher. Make this responsible calling, as it so well deserves, more honorable and more profitable, and superior talents and accomplishments will not only enlarge the sphere of its usefulness, but will adorn and illustrate its history. But here I would take occasion to bear my not unwilling testimony to the high character, ability and qualifications of many gentlemen who are at this time laboring with distinguished zeal and success in this wide field of public usefulness. But the candid and able report of the Superintendent of Common Schools, exhibits a true and melancholy picture of the scanty numbers and the deficient qualifications of a large proportion of the teachers in Pennsylvania.

Is there no adequate remedy for this unfortunate evil? Is there no power among the masses of our people to arm and multiply the master, and to send him abroad, to scatter with an open and skillful hand the priceless and imperishable seeds of knowledge, all over the whole land? This bill is intended to furnish a potent remedy for that acknowledged evil, and its passage, I fondly hope, will inaugurate a new and memorable era in the vast educational enterprise of the State.

The creation of well-managed Normal Schools will give new life and invigorated energy to our system—will accelerate its progress and extend its blessings. This bill, sir, does not ask for an appropriation of money, but it simply invokes the shelter and protection of the puissant name of the honored Commonwealth, for the cause of common education—for the institutions of common learning. Then why hesitate—wherefore doubt?

In the palmy days of an ancient Republic, the Gracchi were the jewels of Cornelia, but her common schools are the brightest ornaments of our prouder State. They are the household gods, who guard the altars and the firesides of a free and enlightened people. They are, indeed, the vestal virgins who watch, with untiring and sleepless vigilance, the perpetual flames upon the shrine of civil and religious liberty. To the anxious eye of the patriot and the Christian, amid all the lovely scenes of natural grandeur in Pennsylvania, what more cheering and imposing spectacle than her half million of scholars, gathering daily around the limpid fountains of truth, and reciting there the early lessons of virtue and wisdom?

"Educate the people," was the earliest admonition addressed by the immortal Penn, to the wide and peaceful empire which his mighty genius has founded. Washington, the father of his country, in his last legacy of patriotism and of love to his grateful and prosperous countrymen, exhorted them in the heartfelt language of truth and eloquence, to cherish and promote that virtue and knowledge which could alone augment their power and happiness and perpetuate through all coming time the glory and the blessings of their free institutions. If you would ennoble and elevate the citizen—if you would multiply every element of greatness, and every source of prosperity—if you would strengthen and beautify every social and domestic tie which associates the holiest joys of life, and the most tender reminiscences of all the earth, crown your mountains and ornament your valleys with the edifices of learning and the temples of religion, till the mingling voice of wisdom and the hymn of praise shall swell up to heaven in perpetual music, from every hill and valley of our great, happy, and prosperous Commonwealth.

ADDRESS OF DR. BURROWES.

[At the recognition of the First State Normal School of Pennsylvania at Millersville, Lancaster county, Dec. 2, 1859, Dr. Burrowes presided on this memorable occasion. The distinguished surgeon, Dr. John L. Atlee, of Lancaster, made one of the addresses Having been in continuous service as a school director since 1822, he knew whereof he spoke when he said: "To the President of this assembly, who has in a great measure sacrificed the honors and emoluments of his profession in the cause of education, are we indebted for the establishment of the Common School System in our county."]

It is, now-a-days, the common practice to call every event, at all out of the usual order, an Era, and to noise abroad, as a Crisis, each difficulty, which, for the moment, seems to check the ordinary pace of society. But the era, when scrutinized, is found to be merely the obvious effect of a combination of every-day causes, culminating into their appropriate success; and the crisis, to a hopeful mind, is often but the moment during which brave men pause to consider the means of still greater triumphs.

Viewed from the outside, the Common School System appears to be one great alternation of eras and crises: of mountains of difficulty overcome, and of Alp upon Alp of obstacle still rising in the future. Scrutinized closely, however,

and in its intimate connections with every relation of society, and every fibre of humanity, its successes are discovered to be but the nice adaptation of an every-day working machine to the wants and purposes of every-day life; while its difficulties are the inevitable result of departure from its very simple, but often unseen plan and object.

Hence, we are not here this day met to inaugurate a change in the nature or plan of our great Common School System, but to rejoice together that in a most essential but long-neglected part of its work, its true nature is (in Pennsylvania at least) at length understood, and its mighty energies are to have free scope. The crisis—if crisis there was—consisted in the fact that the false lead of other lands was proposed but refused to be followed; and the era—if such you choose to call the present—that success has crowned the sturdy determination not to be misled.

It may be necessary to the governments and social institutions of the Old World, to dole out the quantity and prescribe the kind—even to its religious hue and political complexion—of the education vouchsafed to the body of the people. And to effect this the training of the teacher—the mainspring of the whole movement—is jealously retained within the direct control of the State. But it is not a little strange, that in this land of free thought and free action, where governments are framed and administered by, and not for the mass—it is indeed passing strange that we should be blind to the danger of entrusting, even in the remotest degree, the training of the teacher of the people to the hands of government officials, or within the most distant reach of political contamination. I congratulate you that the attempt to avoid this risk may now be pronounced successful.

It is cheering to us, as Pennsylvanians, that this result is but another instance of the sterling common sense and steadfast adherence to right principle, that are the characteristics of a State which others, in their supposed superior intelligence, have designated as the "blind Giant." If blind, she still has the mind to think for herself and to weigh consequences: if blind, she yet has the sturdy resolution to abstain from following any lead but that which she feels to be right; though blind, she has the hand to do, and the means to make her efforts successful, at her own time and in her own way. The proof is before us: for, in nothing has this cautious steadfastness been more strikingly manifest than in her course in reference to Normal School instruction. Many of us, and few less so than he who now addresses you, have been impatient under her tardiness of action in this very matter. Nearly all who have felt an interest in the common system of education have murmured and remonstrated, because she did not at once adopt the supposed infallible plan of the other common school States and countries. But the hard practical common sense of the people, reflected through the Legislature, seems to have had, instinctively, a better comprehension of the subject, than we who were in a fever of impatience under the instant pressure of the evil. And now, behold the remedy is at hand! A remedy, which is capable of meeting every want and satisfying every condition of the social problem presented, while it conflicts with no right and forces no conscience, and yet would have been much postponed, if not entirely prevented, by the earlier gratification of our own impatient desires. Hail then, to the good Commonwealth which has never yet taken a backward step in common school affairs! which in this instance has made a long stride in advance, and which ever only requires to be convinced of the right, that she may enact it!

It is claimed for the class of institutions, of which this has been the first to receive legal sanction: that it is an outgrowth of the Common School System itself and in strict conformity with its design; that it is capable of supplying, in its proper sphere, the wants of that system; that it adopts the only correct process for the establishment of educational institutions; that it is in close and safe accord with the other professional arrangements of the community; and that it affords full opportunity for, while it abstains from undue interference with, that degree of civil, moral and religious training which is essential to the character of the true American citizen, and altogether indispensable in his Teacher.

That this class of schools is an outgrowth of the Common System needs scarcely be asserted. The advocates of that system always felt that its great defect was the want of competent teachers, and had been importuning the public authorities for State institutions for their preparation. At length, about the year

1852, the system itself became sufficiently conscious of this defect, to make larger demands, through its directors, upon its corps of teachers. Thus impelled, the teachers began, by district, county and State association, the attempt to improve and elevate themselves in professional qualification. These, at first, brief and imperfect organizations, soon became of longer duration and higher aim and effort; till almost every county now has its means, more or less complete, according to local circumstances, for the professional improvement of its teachers. And the institution in whose hall we meet, is but the first to attain the full standard prescribed by an act of Assembly, which can hardly be said to have created a new class of professional institutions, but merely to have provided uniform regulations and a State authorization for those which public sentiment, that best legislator when rightly directed, was producing, and the School System itself was moulding into the right form for its own high uses.

Equally obvious is it that these institutions are in uniformity with the system of instruction they are designed to complete. They are to be open to the teachers of their respective districts and to the pupils designed for that profession. Their first duty is to prepare their graduates, as instructors in the elementary branches required by the school law; and they are to impart instruction, also, in all the higher branches of knowledge to which a free and intelligent people may aspire. Thus are they in strict conformity with the system, for the plain reason that their agency will enable it to effect its high and glorious object.

In reference to the capability of the plan to effect the great end in view, it is neither claimed that the school now proposed for recognition, nor even that two, three or four others, will be sufficient to meet the growing wants of the State. But it is believed and asserted, that the plan has within itself a power of adequate spread and enlargement, so that, just as fast and as far as the feeling of necessity for such institutions shall extend and be effective, just so fast will they be established and just so far will they be sustained. It is true that the instant this institution was publicly recognized, that instant it became the Normal School of the State. But herein was no undue preference. It was merely the reward of earlier enterprise and more successful activity. It will also be, most beneficially for the whole State, a stimulus to other parts to go and do likewise; for the same law which recognized this, will welcome them; till the full design be carried out and the whole State be dotted over with similar schools. Thus will the supply of regularly trained instructors, by this means, be in proportion to the demand—a limit as safe and as applicable in this as in any other department of production. But, even assuming that one such school will be, for years, the only institution under this law, it may, toward other States, be asserted, that if one Normal School of no greater capacity in any respect is sufficient for the great State of New York, Pennsylvania need not, even in that case, fear the contrast in Normal instruction.

Nor is the mode relied on for the establishment of these schools less accordant with the general principles which give success to the foundation of all other literary institutions. It is a remarkable fact that "school ruins" are almost the only ones that have heretofore added melancholy picturesqueness to the scene, in this young and vigorous land. Almost every county town, and not a few others, have had, and some still retain, an abandoned and dilapidated academy or other school edifice with closed doors and broken windows, telling the sad tale of failure in educational enterprise, but telling, if rightly understood, the reason also. The reason is, that educational reform was songht to be commenced at the wrong point and by the wrong men, thus: A few liberally educated and liberal-minded citizens felt the necessity of greater facilities for learning; and, wishing to teach others as they themselves had been taught, they erected an academy, either out of their own means, or by that aid which the State so liberally extended to these institutions during the first third of the present century. Then they employed a learned man, but no teacher, from some other profession, as principal, and they opened the school. A few feeble terms followed, and they failed—failed, because they knew not, or had forgotten, two educational axioms, as self-evident in their nature, and as well established by experience, as the plainest axiom of the sciences: 1. That a school consists of a teacher and students, and not of brick and mortar; 2. That to educate a people, you must begin, as in the case of a child, at the rudiments.

From the first schools, that, wandering in groves or sitting in porches, withdrawn from the toil and care of the world, sought to gain knowledge and wisdom at leisure, to those famous colleges of modern times that have nestled in cloisters or occupied the gothic halls erected for other purposes, some great master mind and eminent teacher always first attracted the concourse of learners and founded the school. A successful school can be no more established by the erection of a costly edifice than can a Christian church by the rearing of a large house crowned with a steeple. The skillful, earnest and popular teacher, with the crowd of willing students, is as indispensable in the one case, as are the pious, learned and faithful pastor and the congregation of believers in the other. The one is the church and the other is the school; and the building and other necessary accommodations for each will soon follow, whenever these essential elements are present.

Again: The history of the Eastern Hemisphere has, for thousands of years, told of the futility of the attempt to educate the masses, by commencing with instruction in the higher branches of knowledge. It is true that hundreds of profound and brilliant scholars were thus produced, in every age; but the millions remained unenlightened by the rays of this superior knowledge. It was the discovery of the last century—only now being made generally practical — that education, like everything else, must begin at the rudiments; and that if a people be ignorant, the first means of instruction are the rudimental schools—not academies and colleges.

Accordance with these two radical principles, viz.: the presence of competent teaching mind, and commencement at the rudiments—is claimed as the prominent features of the class of schools now to be inaugurated. The one just inspected is an instance. In the agitation of the common school elements, which marked the attempt of the teachers of this region of the State, some years ago, to improve themselves and each other, the ablest and best qualified was naturally and inevitably thrown at the head of the movement. From less to more this feeling grew, till his influence and their combined efforts, operating on men of large heart and ample means, have built up these spacious halls to accommodate the crowds of students—the school—thus congregated.

This, though the first, is not destined to be the sole result of the kind. The causes that produced it are in human nature and in an existing social want, and must operate till that want, everywhere existing, be everywhere supplied. In one district after another, just as fast as the true feeling is aroused, and the right men found, the means of the liberal-minded will be subscribed, and the same result will follow; and failure will be as rare in these noble undertakings, as success was hopeless when the radical principles before stated were disregarded. The schools will be built by the power of public necessity, on the basis of individual merit, with means from the purest philanthropy.

One great purpose of these institutions is, to place the teachers' calling upon the footing of a distinct and independent profession. So long as the school-room was the mere vestibule to supposed higher honors, a refuge for the failed members of other professions, or the last resort of the lazy, the worthless, or the vicious of all classes, there was no respect for the teacher, and little hope for the school. The only remedy was to hedge round the profession against those degrading irruptions from every quarter. These institutions seek to effect this, not by conferring greater privileges than are enjoyed by other professions, but by affording ample means to acquire professional skill, and by raising the barrier against intrusion so high that neither arrogant pretension nor incompetence shall pass it.

The State has been wisely cautious in grauting privileges to the professions. While she has chartered and liberally aided in the endowment of the institutions out of which emerge the aspirants to the honors of Theology, Law and Medicine, she confers on none the exclusive right to exercise their vocation; leaving the honors and profits of all open to general competition. No more than this—if so much—has been claimed at her hands, by these Teachers' Colleges. Not a dollar has been given; and even the hard-earned diploma, while it will exempt the holder from all future examination in the branches it certifies, will not protect him from competition for employment with the veriest bungler to whom the force of circumstances may compel a Superintendent to grant a certificate, or whom the parsimony of Directors may cause them to engage. In fact, the full

honors of these Schools will be of more difficult attainment than those of the other professions. The unpracticed tyro in legal lore, medical science or theoretic theology, is at once graduated to the full honors of his professions. Here, the mere privilege to try to teach, will be at first granted; and it will be only after two years of successful practice of the duties of the profession and of correct moral deportment, that the full professional rank can be accorded. Then, with the stamp of assayed merit added to the pure ore of scientific knowledge, the State Teacher will issue from these Halls, to challenge, because entitled to, general confidence.

It is in the matter of civil, moral and religious training that these schools will have their greatest advantage over normal institutions exclusively endowed and controlled by the State. It is true, that instruction in the nature and duties of citizenship might be as ably and thoroughly imparted by State employes, as by professors selected by the trustees of a corporation; but then, the political origin of their appointment would always subject them to the suspicion of political bias, which, if it did not warp their teachings to political purposes, would, at least have the effect of restraining the instruction afforded, within narrower bounds than desirable and even necessary. While, on the other hand, the free range of historical illustration and the lofty course of remark employed by professors selected without reference to politics, yet watchfully scrutinized by trustees always awake to the pecuniary interests and standing of their institution, will form just such instruction in civil duties, as the free and unbiased youth of the land have a right to expect.

So of moral duties and rights. In the State School, all instruction of this kind must necessarily be confined to that cold system of ethics, which separating itself from the warm spirit of Christianity, deals only in general rules of human right and wrong, and confines itself to consequences in this life. Not so here. Disregarding on the one hand, religious creeds and sectarian observances, and on the other assenting to the doctrine that "Christianity is a part of the law of the land"—the moral instruction of these schools will be based on that holy law, which God himself gave to govern man's conduct to man, and the religious observances, those which all Christians may unite in, without regard to creed or denomination.

Such then is the design of the series of institutions, the first of which has, this day, graced our glorious system of Common School Education. The plan has slowly elaborated itself from the very nature and essence of that system, and must, therefore, in its main elements, succeed. The day of its full triumph may be materially hastened or retarded by you who are now the instructors, and you who are the students of this school. If your teachings, Professors, be such as the system craves for its teachers, and your instruction, Teachers, such as the State demands for her children, not only will future generations call you blessed, but the present be also speedily benefited by many similar institutions. On the contrary, if you, either as professors or graduates, prove careless or incompetent, many high hopes will be crushed, and the day of the full crowning glory of the Common School System be long postponed.

FROM ADDRESS OF PROF. WICKERSHAM.

We take the following paragraphs from the extended and carefully prepared address of Prof. Wickersham, the very efficient principal of the School, made on this occasion:

"It is probable that we should have been content with the measure of good achieved, and the measure of influence attained, as a private county Normal School, had we not been disturbed and made ambitious to accomplish something higher and nobler by the promulgation of the idea of the present Normal School Law, which during the summer of 1856, took a tangible form in the mind of the gentleman who is its anthor; who fitly presides at this meeting, and who has so ably explained its provisions.

"The peculiar features of this law were no doubt the result of a careful study of American institutions as well as of the conditions necessary to secure in a Pennsylvania community a successful school; and they may have been in part suggested by the success of this school, and the want it seemed so well adapted to supply.

"An outline of the Pennsylvania Normal School law was presented to me by its author, during a journey to Williamsport, to attend a meeting of the State Teachers' Association, in August, 1856.

I was so much pleased with it, that, in my last report as County Superintendent, dated September 23, 1856, after a general argument in favor of Normal Schools, I wrote as follows:

"'Nor is it my opinion that one, or two, or even a half-dozen such schools can be so located as to accommodate conveniently the whole State. Ten or twelve will be needed to supply the demand; and, perhaps, the most judicious request that the friends of education could make to the Legislature, would be the passage of a general Normal School Law, imposing such conditions as might be deemed expedient, and making such appropriations as the present condition of the State finances would admit, but leaving to private enterprise the erection of buildings and the establishment of schools.'

"The Normal School bill was prepared, was presented to the Legislature, was passed, and on the 20th of May, 1857, was signed by the Governor. It is a happy circumstance that the author of the law (BURROWES), the State Superintendent (HICKOK), who urged its passage through the Legislature, and the Governor (POLLOCK) who approved it, are all here with us who are to put it into operation, to share the crowning joy of this occasion. It is not often that all the soldiers in a battle can unite in enjoyment of the victory."

FIRST STATE NORMAL SCHOOL.

[From Editorial by Dr. Burrowes in January No., 1860, of Pennsylvania School Journal.]

We have then, at last, a State Normal School without a dollar of cost to the State; though other States, after vast outlay, have nothing to exceed it. There it is, apparently self-created, and certainly self-sustaining; equal to its present work and fully expansible to the wants of the district. It is a proud monument of the indomitable will of our people and the high professional aspirations of our teachers. It is no half-way measure, no mere experiment, but a noble professional and social structure, founded on practical results, and reared—every part of it—with the material of assured success. No school event for twenty years is more remarkable or momentous, either in its present or future relations.

Still this school is not sufficient for the State. Even if the twelve thousand teachers of Pennsylvania were all sufficiently qualified for their duties, the addition of twelve hundred annually would not make up for the yearly loss, by death, removals from the State, and withdrawals from the profession. One school with the capacity, when in full operation and at the end of three years from a first start, of graduating one hundred nually, will supply only one-tenth of t demand, allowing nothing for the c placement of incompetency or the incre of the system. Hence, the law unc which this school has been recognize was more in accordance with the war of the system, when it contemplated tl establishment of twelve such school than at first sight might appear.

How, then, are other Normal Schoo to be obtained? Precisely as this w obtained, viz: By a rally of all the teac ers and friends of education, in ea Normal District, around the best man that district; by giving him a genero and unwavering support; and by havi abiding, unquailing confidence in h and in the cause. It may be years, some districts, before the right man sh be found; but that will only be becau the elements of action are not ready. soon as the want of better teachers large numbers is felt, and public ser ment becomes informed as to the pro means of preparing them, these mea will begin to assume a definite mode action, and the best man to lead a make successful the enterprise will met. To show this necessity and to cu vate this public sentiment, is exclusiv the task of the teachers in their scho at their associations and institutes, a in their more permanent attempts a Normal instruction. These are the sc tered fragments out of which the St Normal Schools of each district are to built, and these are to be the builde There is no other hope; there is no ot mode of success. This is the law every profession. Each must provide institutions for its own training and vation; and that of teaching is neit exempt from the pressure of this law, less capable than the others of meeti its indispensable requirements.

What we want now in Pennsylvania patience and steadfastness. This g year of 1860, at the end of a quarter o century from the first establishment our common school system, sees one St Normal School in practical operation. surely as the first five years of the Cou Superintendency wrought an ent change in the schools, where faithfu administered, so surely, we think, will five years now before us see in exister as many State Normal Schools as needs of the system shall require.

GOVERNOR HASTINGS.

ADDRESS AT THE ATLANTA EXPOSITION.

LADIES AND GENTLEMEN: This is Pennsylvania Day at Atlanta, and the Cotton States and International Exposition. We are here by your invitation, and we find on all sides the evidence of your hearty welcome and your well-known hospitality.

Pennsylvania comes to Georgia to-day to renew her sentiments of good will, and to reaffirm that spirit of comity and fraternity which should always exist between sister States. Georgia and Pennsylvania, two great sovereign States, to-day meet in fraternal association; they offer in friendly rivalry the products of their native resources, wealth and development. Their State flags to-day are intertwined in hearty good will, and above them both waves, in peace and in glory, the beloved emblem of our common country. In our journey here we passed through rich and historic States, but we have crossed no sectional lines. They have been obliterated. They should never have marred the map of the United States. We have seen, as we have never seen before, the new South, not in bud or blossom, but in that full and radiant bloom whose fragrance permeates the whole land.

There is much of similarity in the two States united in these ceremonies; a similarity in the hills and valleys; in the fertility of the soil; in the abundance of their crops; in their stores of mineral wealth, and value of internal commerce; in their "mountains that point to the heavens, and the rivers that run to the sea." The early settlement of both States was composed largely of the same people. Much of your population in early days came from Pennsylvania, although many of them, after leaving the Cumberland Valley, may have stopped for a generation or two in Virginia, the Carolinas, or other States, before reaching Georgia.

In the struggle for freedom Pennsylvania and Georgia stood side by side. Georgia's representatives came to Philadelphia to take counsel with the patriots. Their names, with those of ours, are signed to the Declaration of Independence. With us they heard the first defiant ring of freedom from yonder Liberty Bell. Your Georgia patriots fought side by side with those of the Pennsylvania Line at Saratoga and at Monmouth. They stood at Pennsylvania's side, and crimsoned Pennsylvania's soil at Brandywine and Germantown. They went down into the gloom of despair with Washington at Valley Forge, and they were with the conquering hosts at Yorktown. I proclaim to you that the patriotic heart of Pennsylvania beats as warmly and as steadfastly for Georgia and her sister States to-day as when they first united to found a government upon the rock of freedom.

Your great Exposition gives to the world abounding proof of your industry, your business expansion, and your surprising growth and development. Every day with you during the term of this exposition is a Georgia day. In your welcome to the several States and to the great organizations representing the patriotism and material wealth of the country, and in your welcome to the representatives of other countries, so much is your time occupied that Pennsylvania, with the others, can be accorded only a single day, and, by your leave, I would improve the occasion to tell you something of our State, something of her relations to the Nation; the part she bore in the formative period; her growth and development; her relations to the emergencies and struggles through which we have survived; and the development of the great natural wealth planted by the Almighty in her hills and valleys; the moral and mental advancement of her people, and of the relations which she proudly claims to bear to all the people.

The history of Pennsylvania is a part of that of our common country. On every page may be seen the Keystone State identified with every movement for its development and upbuilding.

In 1683, before our ancestors had covered themselves from the weather, and while William Penn, our great founder, was still a young man, a school for the education of children was opened in Philadelphia. This was the first free school in the Western Hemisphere. Within four years from the time our ancestors landed in Penn's woods a printing-press was successfully working in Pennsylvania. The first newspaper was published in the province of Penn, in 1719, by Andrew Bradford, and was called *The American Weekly Mercury*. In 1760 there were five weekly papers published in the province. There were more books printed in Pennsylvania prior to the Revolution

than in all the other colonies together. The first general hospital in this country was founded in Pennsylvania in 1761, and in the same year the University of Pennsylvania, the pride of our Commonwealth, was established. The first medical college in America was founded in Pennsylvania. Education was advanced by the first public library in the land; and in this connection I call your attention to the fact that recently a private citizen of our State voluntarily contributed, of his own means, the sum of $2,000,000 for free libraries for the use of our people. The first vessel propelled by steam for the transportation of passengers and freight sailed from Philadelphia. The first experimental railway was operated, and the first insurance company organized in Pennsylvania. Pennsylvania erected the earliest institutions for the care of the insane, the blind, and the deaf and dumb children of the Commonwealth, and one of our good ladies has brought here to exhibit before you some almost miraculous successes in the education of the deaf and dumb children.

Pennsylvania was one of the earliest provinces to throw her weight, her influence, her fortune, her honor and her future in favor of a free and independent government. That historic bell which you see at my right, for more than twenty years rang out a warning to the mother country against the oppressions visited upon our people; and Georgia, and the Carolinas, and Virginia, and Delaware, and Maryland stood round the cradle of liberty when this same bell rang out its triumphant notes of Liberty and Equality to the Western World and all the inhabitants thereof.

While calling the attention of Georgians to those things of which we boast in Pennsylvania, let me avail myself of the opportunity to direct the attention of Pennsylvanians to some distinguishing features in the history of Georgia. No State, no section, can successfully boast of much more than its proportionate share in the great work of national upbuilding. Georgia's versatility of climate and soil induced her law-makers to establish the first State Department of Agriculture in the land. Georgia was the first and only free and anti-slave colony in America. Her code of laws of 1790 was so wise and symmetrical that it was afterwards approved, and to some extent engrafted upon the venerable body of English jurisprudence. The fi steamboat that ever crossed the oce sailed from Savannah. The first fem college in the world, the Wesleyan I male College, was established at Macc Georgia. The cotton gin was invent in 1793 by Eli Whitney, near Savauna on the plantation of General Greene Revolutionary fame. The first sewi machine was invented by a Geor preacher, Rev. F. R. Goulding. Geor is the second State in the production cotton, and the first in the South in general lines of manufacture.

The State of Pennsylvania compri 45,215 square miles, and contains a p ulation of 5,745,000. Within her b ders there are erected, by the volunta contributions of her people, 10,6 churches of all denominations. H people worship in a larger number churches than those of any other State the Union. Georgia comes fifth in ord of precedence, with over 7,000 churche according to latest statistics. The tot value of church property of all denomin tions in our State amounts to ov $80.917,370.

Mind training is an established indust in Pennsylvania. It is the most profit ble investment within our borders. The are no dividends so great as those th come from the church, the school-hou and the college. Free education has b come as necessary a part of our gover ment as our legislature and our court No tax is paid so cheerfully as the scho tax. No expense is met so readily that for the education of boys and gi growing up around our family heart stones.

In Pennsylvania to-day there are 14,7 school-houses and 22.850 school-room The value of our public school proper in 1890 was $42,625,000. We have 26,2 school teachers instructing an army 1,040,000 Pennsylvania boys and girls f future usefulness and happiness. O school teachers have received salaries the past ten years $76 146,300. I w informed only last week by our Superi tendent of Public Instruction, who, my request, made a careful estimate, th the total expenditure for the pub schools of our Commonwealth from 18 to 1894, inclusive, was $138,750,000.

The total expenditure for the supp of public schools in Pennsylvania is mo than the aggregate of expenditures schools in the States of Delaware, Ma

and, Virginia, West Virginia, North Carolina, South Carolina, Georgia and Florida. Pennsylvania's school expenditure exceeds that of the South Central division of States, which includes Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Texas and Arkansas. The expenditures for her public schools exceed the combined expenditures of the Western division, which includes Montana, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Idaho, Washington, Oregon and California.

Agriculture, the chief occupation of our people, which, in every adjustment of legislation, has always received our first consideration, has kept pace with the development of all other branches of industry. Last year we raised 2,710,000 tons of hay, 23,000,000 bushels of potatoes, 26,226,740 bushels of oats, 3,750,000 bushels of rye, 18,848,700 bushels of wheat, and 40,749,376 bushels of corn, which yielded to the Pennsylvania husbandmen a total of $81,739,407. These products were raised by 300,000 farmers on 200,000 farms, whose assessed value is $2,000,000,000.

You of the South who are particularly interested in the production of sugar may be surprised to learn that one of the numerous refineries in Philadelphia uses more raw sugar every year than the States of Louisiana and Texas produce—indeed, more than the annual production in the United States—having a capacity of 7,000 barrels of refined sugar per day.

The average annual production of pig iron for the past four years has been 3,914,939 tons. During the same period the average annual production of crude steel has been 2,831,757 tons, and the average production of rolled iron and steel has amounted annually to 3,120,002 tons.

Pennsylvania occupies the first rank in the manufacture of combined textiles. Since 1800 the capital employed in the textile industry has increased nearly eightfold, and the value of its products nearly seven fold, while the amount paid in wages has increased nearly five and one-half times. The capital invested is $95,686,227. More than 100,000 skilled workmen are employed, who have received annually during the past five years an average of $30,236,000, while the total value of the textile products is $137,367,500 annually. These remarkable figures have been prepared and tabulated by the State Bureau of Industrial Statistics.

We have in Pennsylvania 197,104 coal miners, paying them annually $60,076,865. They produced in 1893, an average year, 43,221,898 tons of bituminous coal, 47,179,563 tons of anthracite coal, the price of the former at the mines being $0.77 per ton, and of the latter $1.77 per ton. And in addition thereto, 5,549,296 tons of coke.

Petroleum is peculiarly a Pennsylvania product. While it is true that a part of the crude material is produced in some of the adjoining States, and a considerable proportion of the refining is done outside the boundaries of our Commonwealth, we can justly claim that the coal oil industry has been, and still is, in Pennsylvania. Scarcely thirty years have passed since the first barrel of refined oil was offered for sale, and now the exports exceed all else except cotton, bread-stuffs and provisions. To-day our exports amount to over 700,000,000 gallons per year, and the last census report estimates the total capital invested in the oil production in our State at $300,000,000.

We have the greatest locomotive works in the country, we have the greatest saw manufactory in the world; the greatest ship building yards in the world are on the Delaware; and it was in Philadelphia that the first United States mint was established.

These things that I have told you have inspired our people to a greater measure of loyalty and devotion to our beloved Commonwealth. We have gathered a few testimonials, and have brought them here to lay them as an offering of friendship at your feet. They testify better than our briefly spoken words of the good-will which we bear to the people of Georgia and her sister States of the South. We are but one of that great constellation of four and forty stars which comprises the only government founded on the rock of freedom, blessed with every gift of nature, now so peaceful, so prosperous and homogenous.

The starry banner, designed, woven, and first flung to the breeze in Philadelphia, now floats in peace and in glory over an undivided nation. We, in Pennsylvania, believe in one flag and one country. We believe in the union of States. We believe in a common country, a common flag, a common Americanism, a community of interest and patriotism.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, DECEMBER, 1895.

The best of men that ever wore earth about him was a sufferer, a soft, meek, patient, humble, tranquil spirit; the first true gentleman that ever breathed.—*Decker.*

Ye may be ave stickin' in a tree, Jock; it will be growin' when ye're sleepin'.—*Scotch Farmer.*

N. C. SCHAEFFER. - - - - J. P. McCASKEY.

DR. BURROWES' MEMORIAL.

To Superintendents, Teachers, and Friends of Education generally in Pennsylvania.

DEAR FRIENDS: On entering the temple of Fame, what Greek names are most conspicuous—those of generals and statesmen like Themistocles and Aristides, or those of celebrated teachers like Socrates, Plato and Aristotle? Every high school pupil can answer the question. On some of the tablets recently brought to light the inscriptions in honor of teachers employ language that we would use only in referring to the Father of our country.

We who teach in the Nineteenth Century sometimes complain that our work is not duly appreciated. When the grave of the educator who did more than any one else to organize and put into successful operation our Public School System, and to create our magnificent system of Normal Schools, remains unmarked for twenty-five years, are not we open to the charge, equally with the general public, of a lack of appreciation of those who gave their best days to the educational work of the Commonwealth?

It is said that within a radius of fifty miles from Harrisburg as a centre perhaps a dozen generals of the American Revolution lie buried, and that the present generation walks over their graves unconscious of the fact, because no monument or tombstone marks the place of their burial! The soldiers of the Civil War have met a better fate, for the American people have shown them honor by suitable monuments in every cemetery and on almost every public square, and by decorating their graves annually on Memorial Day.

The movements to honor Dr. Higbee and Dr. Wickersham show that the public, and especially the teachers, are no longer willing that distinguished services in the cause of popular education shall be forgotten. The movement inaugurated at the Mt. Gretna meeting of the Pennsylvania State Teachers' Association, to show similar honor to DR. THOMAS H. BURROWES, can not be too highly commended.

The teachers of the Keystone State are now a host in numbers, and, when they unite their efforts in any cause, they are also a host in strength. The Normal Schools are no longer struggling institutions, begging for recognition and a right to exist, but they are deeply rooted in popular favor, and have become a power in the land. The teachers in our public schools and the teachers and students in our Normal Schools owe a duty to the cause in which they are engaged, which will not be performed until a suitable monument has been erected over the grave of Dr. Burrowes and a volume has been published enshrining the thoughts and achievements of this distinguished Educator in Pennsylvania.

Let us each and all contribute gladly and generously, both of our money and of our influence, to insure the success of this good work, regarding it a matter both of professional and personal obligation.

NATHAN C. SCHAEFFER,
Supt. of Public Instruction.

IT is an example to be imitated. A lady of Nantucket, Massachusetts, Mrs. Harriet Pierce, left funds amounting to $3,780.84 to be applied to the fitting for teaching of deserving young women in need of such aid. The help is given to applicants who sign a note promising to pay without interest the sum received within six years from date, unless prevented by illness or misfortune. Most of the loans have been for three hundred dollars in eight quarterly payments, to cover two years' board at a Normal school. Some who received aid have paid their notes in full, others in part; two who left the ranks are paying their notes also. Thus as time rolls on, the money will continue to do good, and those who have been aided will not feel that they have been objects of charity.

"We need ten thousand well-trained teachers," says Secretary Hill, "to give one to every school in the State. Each of the Normal schools ought to hold in trust a fund of ten thousand dollars, at least, to be applied in loans similar to the above. Among those who are debarred from attending the Normal Schools by the want of ready means are persons who possess the highest natural qualifications for teaching, and who would fill the ranks of professional teachers with honor to themselves, and with credit to the Commonwealth. There can be no object better worthy the consideration of persons seeking an investment sure to be

of benefit to the rising generation and those to follow it, than to contribute towards such a fund, or to make bequest of this kind in aid of deserving teachers.

THE true purpose of education is to cherish and unfold the seed of immortality already sown within us; to develop to their fullest extent the capacities of every kind with which the God who made us has endowed us.—*Mrs. Jameson.*

DR. BURROWES MEMORIAL FUND.

A NOBLE PORTRAIT FOR GENERAL DISTRIBUTION IN PENNSYLVANIA.

THE admirable portrait of Dr. Burrowes which graces this number of *The Journal* will be recognized at once by those who knew him "in his habit as he lived." Different artists have been at work upon it during the past few months, with a result that is altogether satisfactory. To Mr. Rea also, the very skillful engraver of Philadelphia, are we largely indebted for this most life-like picture.

The *Journal* is in its forty-fourth volume, and should long ere this have presented to its readers the strong face of its distinguished founder, and for a period of eighteen years its sole editor. It is an unusual face, that tells of character and of culture; of a man genial in temper, fertile in resources, resolute of purpose; with the breadth of view of the philosopher and the staying power of the soldier; of one who could toil with the patience of hope, and die with the words "All is well!" upon his latest breath, leaving to after times to recognize the far-sighted wisdom of the measures he advocated and the extraordinary and ever-increasing value of the work he did.

This portrait, in large size, is for general distribution throughout Pennsylvania. We hope, within ten days or two weeks, to send copies of it to Superintendents, to Normal Schools, and elsewhere, that all may know how strong and excellent a thing it is. It will be an ornament upon any wall, full of force and character, especially upon the walls of the school room and in the homes of friends of education in all parts of the State.

But there are many items of expense in educational work of this kind, and that it may be done well, *Money is needed.* Many have had the courage to give less or more, with words of encouragement and hearty approval. We thank all such, and go forward with confidence. The fund, so far as contributions have been reported at this writing, is nearly fifteen hundred dollars. We will need three times this amount that no feature of the proposed memorial may be omitted. There are now three items of $250 each—contributions from the State Teachers' Association, from the Lancaster County Teachers' Institute, and from J. P. McCaskey. We hope for the fourth $250 from Pittsburgh, making an even thousand dollars. We think, also, that the total of contributions from Lancaster city and county, including the Millersville State Normal School, will reach a thousand dollars by the time the fund is fully made up. It is proper that Lancaster should contribute one-fourth of this noble fund. She gave Thomas H. Burrowes to the State, and his grave is within her borders. But Pennsylvania was his beneficiary, and so the State contributes generously to this memorial, and will have great good in so doing.

The contributions which have thus far been reported from the counties, are Lancaster, $250; Luzerne, $175; Dauphin, $100; Delaware, $60; Tioga, $50; Berks, $30; Lehigh, $27; Wayne, $20; Potter, $20; Northampton, $20; McKean, $13. Chester reports a handsome collection now being made. We have advices also from Lackawanna, Lebanon, Monroe, Franklin, York, Adams, and other counties, whose reports are not yet received. Thirty County Institutes are yet to be held, from many of which there will be contributions in evidence of their appreciation of this memorial work, and of their generous desire to give it aid and encouragement,

Among personal contributions are the following: From N. Ellmaker, $50; Wiltiam Riddle, $25; Wm. A. Montgomery, $20; Nathan C. Schaeffer, $10; M. J. Brecht, $10; Mary Martin, $10; George F. Mull, $5; Henry Houck, $5; Emma Powers, $3; with other contributions in smaller sums.

We are glad to hear from Supt. J. C. Houser as follows: "I herewith enclose $7.50 as the contribution of the teachers of Danville, twenty-five cents each, to the Dr. Burrowes Fund. It was only necessary to bring the matter properly before the teachers' meeting. They were at once in sympathy with the effort to do honor to a man who had rendered such

distinguished service to the cause of common-school education, lifting our profession to a higher plane. The teachers all join in wishing you success in this Memorial work."

Prof. W. W. Davis, of Sterling, Illinois, contributing to the fund, says: "I am glad to give my humble tribute to the memory of a noble benefactor. When I applied for admission to the Lancaster High School in 1853, I remember going to his office to make inquiry, and he received me very kindly. Why is not his name in Appleton's Cyclopedia of American Biography? The omission ought to be rectified in future editions."

Mr. William Riddle writes: "All honor to the men through whose unselfish devotion to the cause of popular education the project for the erection of a monument to the memory of Thomas H. Burrowes was conceived. And all honor to County Supt. Brecht and to the teachers of Lancaster county who so generously contributed toward the fulfilment of this most worthy object. Looking backward through the long years that have marked the progress of the Common School System since Thomas H. Burrowes first took charge of the educational work, what an historic page is spread before the observing teacher! We think of his early struggles in the dark days during the thirties, the forties, and the fifties. Can we forget that as the acorn comes from the bud and blossom of the old oak, so from the pioneers of other days came the light, the life, and the inspiration of the system as it exists to-day? Can we fail to reverence the men of our own State, who have assured to future generations of Pennsylvania the untold blessings of the public school? Can we forget that they are 'of those immortal dead who live again in minds made better by their presence?' and that foremost among those honored men stands Thomas Henry Burrowes? Nearly fifty years ago it was my pleasure to stand face to face with this warm-hearted defender of the free school system—myself a mere lad and he a director of the public schools of Lancaster. Twenty years later I met him a second time, not now as a school boy, but as a teacher sure of sympathy and and wise counsel. Although it is many years since I was actively engaged in the teacher's calling, yet this noble enterprise appeals to me, one of the great body of the profession of other days, with equal force as to every live teacher in the Commo wealth at the present day. Enclos please find my check for twenty-five d lars in aid of the fund."

We are now printing, for distributi to the State Normal schools, a pamphl of thirty-two pages, giving in bold o line the relation of Dr. Burrowes to the schools. The matter which it contai will be new to nearly everybody i whose hands it will come, but it sho be of unusual interest to earnest peo who would knew more of the history the schools with which they are c nected, and to which many of them o so much. A copy of this pamphlet a of the Dr. Burrowes Memorial envelo containing a sketch of the man and ot matter of interest, will be sent to ea student and teacher in these schools. is recommended by the Committee t the contribution here be formally taken Thursday, January 9th. For each twen five cents received from any such schoo as well as from any County Institute other body of teachers in city, town, b ough or township—a copy of the life-s portrait of Dr. Burrowes will be sent return. To the State Normal Scho and to the cities, towns, boroughs a townships having local Superintenden these portraits will be sent during t current session of the schools. To t County Institutes they will be distribu at the next annual session, in 1896, as would be very inconvenient for the Cou Superintendent to direct their distributi at any earlier time.

It is an interesting fact that, in beautiful chapel of the Millersville St Normal School, the head of Thomas Burrowes is frescoed upon the wall op site to that of Horace Mann—the gr common school man of Massachus appropriately facing the great com school man of Pennsylvania.

Superintendents, teachers, school rectors, and friends of education ge rally, who may know of this Dr. Burro Memorial, and who are grateful enou wise enough, and brave enough to m contribution to this fund, are cordi invited to enroll themselves upon t honor list. Twenty-five cents is the a age amount asked for, but it may b much more than this as any one see to give, the more the better, for the f will be the sooner in hand. Dr. Wm. Mowry, the well-known educator educational editor of Massachusetts, c

es to the fund, with the remark: "I have something in that monument." ; we all.

tributions may be sent and checks payable to J. P. McCaskey, chair- Lancaster, Pa., or to any other er of the Memorial Committee— Supt. N. C. Schaeffer, County Supt. Brecht, Dr. Geo. M. Philips, or Supt. George J. Luckey.

COUNTRY, 'TIS OF THEE."

ING the week of the Lancaster ounty Teachers' Institute, ending , November 15th, we heard again gain, as if they thoroughly enjoyed rand audience of a thousand people court house, sing "My Country, Thee." Hundreds of the teachers sang it needed no book, for the . They knew it "by heart," as we portunity to learn through testing from the platform to find what pro- n of them could give the different when these were called at random. many other parts of the country, the pupils sing in the schools, this ional Hymn" is perhaps equally nown. At the convention of the ian Endeavorers, in Boston, in July e also heard those great audiences Dr. Smith's hymn. The aged au- himself made a short address from the platforms, adding to the inter- d enthusiasm of the occasion. In last he was given such an ovation ston as few men have known in the y of the race.

his "America" it has been said: s is truly our National hymn. No poem by an American author rises tic instinct and patriotic fervor to ik. Born of an inspiration, as all national hymns are, its impress on itional life is profoundly devotional iblimely American. Unique in its tion of praise to the 'Author of y,' and its prayer of hope for dom's holy light,' it cannot die. e nation's affection for 'America' s more tender, and the nation's ven- n for its noble author deepens, so terest in all that pertains to his per- ity and welfare grows deeper and sincere. In writing 'America,' Dr. a has bequeathed an influence for om to all mankind, which will en- throughout the generations."

This hymn has recently been ordered to be placed in the Hymnal of the Protestant Episcopal Church by a vote of the General Convention of the Church, held at Minneapolis, within the past few weeks.

My country! tis of thee
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain side,
Let freedom ring.

My native country! thee,
Land of the noble free,
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills,
Like that above.

Let music swell the breeze,
And ring from all the trees
Sweet freedom's song;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
The sound prolong.

Our fathers' God! to Thee,
Author of liberty!
To Thee we sing;
Long may our land be bright
With freedom's holy light,
Protect us by Thy might,
Great God, our King.

For years the people of America were content to sing "My Country, 'tis of Thee," without thinking much about its origin. Like "Yankee Doodle," it seemed to be an indigenous folk-song, without any particular authorship; but Dr. Oliver Wendell Holmes brought its author into a publicity which he would not have sought for himself, and now his name is almost as well known as his patriotic song. The reader may recall this verse from Dr. Holmes' well-known class poem, "The Boys:"

And there's a nice youngster of excellent pith;
Fate tried to conceal him by naming him Smith;
But he shouted a song for the brave and the free,
Just read on his medal, "My country, of thee!"

Samuel Francis Smith was born in Boston October 21, 1808, and graduated from Harvard College in 1829, in the same class with Dr. Holmes, after which he attended Andover Theological Seminary, graduating there in 1832. It was while a student at Andover that he wrote the poem "America," which made him famous. About the same time he also wrote the well-known missionary hymn, "The Morning Light is Breaking," together

with a number of other poems, besides finding time to learn four foreign languages. He became a Baptist minister, and was pastor of the First Baptist Church at Waterville, Me., from 1834 to 1841, and of the First Baptist Church at Newton, Mass., from 1842 to 1854. In the latter year he was made a doctor of divinity.

He was an industrious worker. Besides his pastoral duties, he wrote a great many hymns and other poems, translated many more from the German, and edited the *Christian Review* from 1842 to 1854. From the latter year to 1869 he edited the *Baptist Missionary Magazine*. He had a taste for learning language also, and at the time of his death was more or less familiar with at least fifteen languages. In 1875–6 he spent a year in Europe, and in 1880 went with his wife to visit their son, a missionary at Rangoon, Burmah.

The story of the writing of "America" has been told frequently. Dr. Smith's own account of it was given on the occasion of the public testimonial to him in Boston Music Hall last April. William C. Woodbridge, of New York, visited Germany in 1831, and brought back with him a number of books containing words and songs adapted for children's exercises in the German schools. He placed these in the hands of Lowell Mason, the noted song writer and composer, and the latter, having no knowledge of German, gave them to young Smith, requesting him to translate them, or to write new words adapted to the German music.

"On a dismal day in February, 1832," says Dr. Smith, "looking over one of these books, my attention was drawn to a tune which attracted me by its simple and natural movement and its fitness for children's choirs. Glancing at the German words at the foot of the page, I saw that they were patriotic, and I was instantly inspired to write a patriotic hymn of my own.

"Seizing a scrap of waste paper, I began to write, and in half an hour, I think, the words stood upon it substantially as they are sung to-day. I did not know at the time that the tune was the British 'God Save the King.' I do not share the regret of those who deem it an evil that the national tune of Britain and America is the same. On the contrary, I deem it a new and beautiful tie of union between the mother and the daughter, one furnishing the music (if, indeed, it is really English), and the other the words.

"I did not propose to write a National hymn. I did not think that I had done so. I laid the song aside, and nearly forgot that I had made it. Some weeks later I sent it to Mr. Mason, and on the following Fourth of July, much to my surprise, he brought it out at the children's celebration in the Park Street Church, in Boston, where it was first sung in public."

He died suddenly on Saturday, November 16th, while on his way to Hyde Park, where he was to preach on the following day, and is probably the last of the old "boys" to drop "smiling away," as did Holmes himself but a short time ago.

Yes, we're boys! always playing with tongue or with pen,
And I sometimes have asked, Shall we ever be men?
Shall we always be youthful, and laughing, and gay,
Till the last dear companion drops smiling away?

Then here's to our boyhood, its gold and its gray!
The stars of its winter, the dews of its May!
And when we have done with our life-lasting toys
Dear Father, take care of thy children, THE BOYS!

ATLANTA EXPOSITION.

TEACHERS and others who can afford the trip during the Christmas holidays, or at any other more convenient time, would do well to see the exposition now open at Atlanta, Georgia. Pennsylvania day, November 14th, was a great success. The able address of Governor Hastings, found elsewhere in this issue of *The Journal*, did honor to the occasion. The Liberty Bell is a leading centre of interest in the Pennsylvania building, as it was at Chicago. This is by far the finest state building on the grounds. It is on the bluff, immediately in front of the Piedmont Club House, and at both the sides and the back is shadowed by the beautiful water oaks of the club house grounds. The structure is low and of pure white, with a broad tiled veranda, covered part way on each side by a portico, under which to the right as one goes up the steps is hung the historic Bell.

Over the entrance to the building is the word Pennsylvania, in letters of gold by day and fire at night. Beneath this is, not as one might expect, the two prancing horses of the State seal, but a device of the architect which may be understood as its exhibition crest, a wreath of laurel

held by two cherubs and enclosing the bust of Benjamin Franklin.

The reception room, occupying the entire front, is finished in light brown and gray, and with blue and white predominating in its furnishing. Here is the old-time clock, the piano and furniture loaned by Philadelphia firms; also the great register, which is likely to carry upon its lines the names of all who visit the Exposition, as all come to look at the Bell.

Above the fireplace are the names of the Pennsylvania Commission: Governor D. H. Hastings, Lieutenant Governor Walter Lyon, State Treasurer S. M. Jackson, T. J. Keenan, William T. Marshall, William Connel and Harvey H. Hubert. On the walls are fine portraits of Governor Hastings, A. J. Drexel, George W. Childs, Benjamin Franklin and William Penn.

The management, says the correspondent of the Philadelphia *Ledger*, seem determined to have the best and all there is of it, and are doing more than is necessary or than is appreciated. Take the judging of the Exposition. The Exposition jury has on it such men as nations send out to represent them when great questions are to be settled, and if their services in this work are to be paid for at their character valuation, it will call for a fortune. In the music there is the same prodigality. The best there is in America has not been enough, and the Mexican band is to be added. In fireworks by far too much is offered. The electric fountain, it is said, is an improvement upon Chicago's exhibit, but in the light of the fairy land—that is, with the plaza covered with tiny colored lights below and lanterns overhead—the best effect is lost.

The Exposition Company, to speak plainly, are giving a great deal more than the money's worth, and doing more than is appreciated. But whether or not they come out on the fortunate side is of no moment, except to the individual; the question of profit or loss is for the entire South, and to one who has looked the field over it seems as if it is worth all it has cost in bringing, as it has, the people of the North and West to an understand- of what the South affords, what it offers and what it needs. The Exposition and all that pertains to it has been a marvel of good management, from the plans upon which it was laid out to the filling out of the daily performance, which has brought just the right people together, and on the very best days for their meeting, to have the most good come from it. "Will it pay to go to see it?" The answer of experience is, "Yes, and don't miss it." It is not so extended a show as was that of Chicago, but there is so much of it that even the limit of a ten days' excursion ticket will not permit more than a passing glance.

The Woman's Building is beyond the plaza and near to the lake, and made prominent when viewed from the west entrance to the grounds by the greenish-gray background of the Liberal Arts Building, just beyond, and on the higher ground rising above it. It is the "White House," where, daily since the Exposition opened, one woman President or another has been at home. The location is central, and is considered one of the very best on every account.

The building on its ground floor has rooms for the sale of woman's work; the hospital, where are to be seen the very latest and most improved hospital furniture, nurses in the most attractive of uniforms, and ready to help in sudden illness or with first aid, and to summon the best the city affords in case of accident.

Here, also, is the nursery, where parents and guardians may leave their wee ones in the care of trained and tactful colored maids, or where their own servants may give the children all a well-ordered nursery at home would offer in conveniences and for amusement. Here also is the Kindergarten exhibit, with an interesting class in the morning. In the afternoon there is the class from the Training Nurseries, from the "Home for the Training in Speech of Deaf Children before they are of School Age," at Belmont avenue, Philadelphia.

On the main floor of the building are the reception rooms the women of Massachusetts, Maryland, Virginia and New York have furnished, and in which their friends are welcomed. Other rooms are for colonial treasures, displays of fine art, etc.

It is up-stairs that interest centres and where the crowd lingers longest. Here are grouped the lacemakers, the embroiderers and the Philadelphia silk growers, with the Mary Washington tea room to the west, the Pennsylvania room, with the greatly admired exhibits from its art schools at the north end, and Assembly Hall, where one Congress of Women has followed another in unbroken succession since the building opened.

ITEMS FROM REPORTS.

BEAVER—Supt. Hillman: A number of our teachers met together on Saturday, October 5, and organized the "Beaver County Teachers' Association." The object of this association is to give mutual aid and encouragement to teachers in their work: to promote a professional spirit; to establish a higher standard of educational qualifications for teachers; to awaken in the public mind a higher appreciation of the work of our public schools; and by united and systematic effort to advance the cause of public education generally.

BEDFORD—Supt. Potts; The schools visited during the month show marked advance over last year. Teachers' reading circles have been organized in many sections of the county, and are having the enthusiastic support of all the members. West St. Clair has all the houses now supplied with good furniture. New Paris has treated the house to a good coat of paint, the ceiliug a sky blue, and the walls a cream color. Mr. H. H. Bowers visited the Hopewell schools with me, and we found them in first-class condition. Geo. E. Whitaker is in charge of the schools, and is proving that he is at the right place. Broad Top township met with a very serious loss—$4,200 were taken by a sneak thief from the treasurer's room. If they do not succeed in finding it, the term of school will have to be put to the minimum and even then money will be needed to pay the teachers. This township pays its teachers better than any other rural district in the county—$50 per month for seven months, The Hyndman schools, under David F. Enoch, are doing better work than they have done for some time. The enrollment at the Mullen school is larger than for many years at this period. St. Clairsville borough organized a new school, and employs two teachers instead of one. Rainsburg and Roysburg, under the new principals, are doing good work. In Southampton township, Pleasant Valley school, an educational meeting was held. The house was filled and closest attention given for the full time. Almost all the schools are doing well, some are doing excellent work. In the main the people are in sympathy with the teacher, and have decided to give each a fair trial. Fourteen directors accompanied me to one or more schools. This number should be increased.

BLAIR—Supt. Wertz: Woodbury township built a new school-house at Franklin Forge. It is a single-room brick structure finished in hard pine, and is substantial and complete in every respect. It is supplied with slate blackboard and patent furniture. Every school-house in this township is now in good condition, several of them having been recently renovated and made more attractive. The Woodbury directors are worthy of commendation for their progressive spirit and lively interest in the welfare of the schools. They have the hearty co eration of the school patrons in their gc work. On our tour of visitation throu Huston and North Woodbury, we found t houses neat and attractive, the school tendance and interest good. Irregular tendance in these and many other distri seems to be a thing of the past. The p centage of attendance in nearly all t schools of the districts named varies fr .92 to .99. The earnest efforts of the teach have induced more hearty coöperation the part of the patrons. The teachers, rectors, patrons, and pupils now seem to working in harmony. The school board Frankstown remodeled the school-house Breed's Mill, making it equivalent to a n house; other houses have also been repai and renovated. The schools of this distr are doing good work. The directors of Al gheny built a new brick house at Hillsi Well and neatly finished and supplied w slate blackboard and improved furniture is a beautiful house and reflects credit the board. A number of houses were paired and renovated in this district; a the schools are doing satisfactory work. beautiful flag was presented to the Nev Lane school, Freedom township, and furled to the breeze October 26, by J. O. A. M. of East Freedom. There were pa otic addresses by Messrs. M. M. Morr and Jas. Craig, of Altoona; Maj. Al Bobb, of Martinsburg; Rev. Sherts, Newry, and others. These addresses w interspersed with music by the East Fr dom drum corps, and singing by the au ence. The Golden Eagles of Newry part pated in the exercises.

BUCKS—Supt. Slotter: Middletown added a school at Hulmeville. Miss Pa the newly appointed teacher, has charg the drawing in all the borough schools. B tol township has graded the school at Em and has employed an additional teacher. directors of Durham are having the sch building at Riegelsville remodeled and larged, with a gain of two additional roo The County Institute was a success, b in point of attendance and in work done

CAMERON—Supt. Herrick: The sch board of Shippen township placed the In national Encyclopedia in all the scho The Teachers' Institute was held during month and was pronounced by all a m pleasant and profitable meeting.

CARBON—Supt. Beisel: Franklin to ship built a new one-room house on Indi Hill. It is the most modern rural sch house in the county. Directors who c template building will do well to exam it. In erecting this house the health comfort of the pupils were taken into c sideration. On Thanksgiving Day the six-room building at Beaver Meadow be dedicated. This is an excellent fr building, and reflects credit on the pres board of directors. The directors of Ma Chunk made extensive repairs to the F

Ward building; the sanitary arrangements are said to be perfect.

CHESTER—Supt. Walton: All the school grounds in Lower Oxford are well fenced, and in most cases afford ample room for play. At Mt. Joy a beautiful grove of maple trees lends an attractiveness to surroundings not commonly afforded the children. The debt of $6,000, which six years ago rested upon the borough of Oxford, has all been liquidated, and during the same time an annex was built, grounds graded and fenced, out-houses remodeled, and the school building painted inside and outside. In Wallace township the American flag floats over all the schools at the expense of the board. Two new slate blackboards have been supplied. The entire tone and quality of the teaching in that district is very much improved. East Whiteland will soon stand among the best districts, educationally, in the county.

CLARION—Supt. Beer: Local Institutes were held at Strattonville, Hawthorn, Rimersburg, and West Freedom. Evening meetings were held at the first named, and great interest was manifested. The schools are decidedly better than last year.

COLUMBIA—Supt. Johnston: The County Institute was very satisfactory. Of our 243 teachers, 241 were present. Excellent instruction was given by Dr. Arnold Tompkins, of Chicago; Supts. B. R. Johnson, of Union, and J. G. Becht, of Lycoming; Misses Margaret McCloskey, of the Lock Haven Normal, and E. N. Allen, of Yonkers, N. Y.; Dr. J. P. Welsh, and Profs. Wm. Noetling, of the Bloomsburg Normal, and E. K. Richardson, of Berwick. Prof. J. A. Sprenkel had charge of the music. The evening entertainments were furnished by James Hedley, Byron W. King, Thomas Dixon, Jr., and the Arion Concert Company. This course was well patronized, and gave excellent satisfaction. The attendance at the directors' meeting was the best we have had, and the discussions were interesting, practical and helpful. Arrangements were made for the holding of eight Local Institutes during the year.

DELAWARE—Supt. Smith: The directors of Aston township opened an additional school at Brookside. They have furnished two 10-inch terrestrial globes for use in their schools, abolished the use of slates and substituted paper tablets, and painted No. 3 school-room, at Crozierville, inside, with cheerful colors. No. 1 school, Middletown twp., has been painted inside and out, and furnished with single desks of an improved pattern. The grounds have been enlarged and put in good condition, and a well sunk for the use of the school. Cedar Grove school has been made more cheerful by a coat of paint on the inside. The Directors of Birmingham have erected a fine brick building, to take the place of the old stone school-house, known as Gilpin's school. The new building is 40 x 30, and has a neat stone base. On each side of the entrance is a commodious cloak-room, opening into the school-room through archways. The floor of the cellar is cemented, which will make it a suitable play-room on stormy days. They also provided a well of good water with pump under cover. The school is fitted up with modern appliances. It is one of the model school-houses in the county. Prospect Park borough needed more room; to meet this want the directors decided to put a third story on their building. This makes it one of the most attractive in the county. The new rooms are furnished with single desks, and all of the rooms are well supplied with suitable apparatus. Convenient shedding has been erected at the Sandy Bank school in Upper Providence. The directors of Newtown dedicated a fine new brick building on September 16th. Appropriate exercises were held in which the children, Directors and County Superintendent took part. It contains two rooms, and is furnished with modern supplies.

GREENE—Supt. Stewart: Our County Institute was one of more than ordinary interest and success. Of the 211 teachers 205 were enrolled. The attendance of directors, citizens, and advanced pupils was so large that the opera house was crowded during most of the sessions. Though we had five lectures, all were well attended and highly appreciated. The lecturers were Col. G. W. Bain, Dr. Robert Nourse, Hon. H. W. J. Hain, Russell Conwell, and Leland Powers. We were ably assisted by the following instructors from abroad: Dr. Houck, Hon. Wm. A. Mowry of Hyde Park, Prof. C. M. Thomas of Clarion, Supt. Hamilton of Allegheny, Dr. Harriet B. Jones of Wheeling, W. Va., and Prof. J. D. Gresh (Music Director) of Milton.

HUNTINGDON—Supt. Rudy: Alexandria had the first Local Institute of the year. While the attendance was not large, it was an interesting and profitable meeting.

INDIANA—Supt. Hammers: I have visited quite a number of schools during the month, and I am convinced that the prospects for a successful term were never better. Up to date the average percentage of attendance is higher than for any previous term.

JEFFERSON—Supt. Hughes: Most of the districts have kept the salary up to that of former years. A few have reduced the salaries, to the injury of the schools concerned. I think on the whole we have reason to expect good results from the ensuing term.

JUNIATA—Supt. Marshall: During the month of October I completed my first tour of visitation over the county. With a few exceptions the schools are in a satisfactory condition. The vertical system of penmanship has been adopted in the schools of Mifflintown. The Richfield school in Monroe township was graded, and an assistant teacher employed.

LACKAWANNA—Supt. Taylor: September 7th I attended the formal opening of the new

school building at Moosic, in Lackawanna township. This is a handsome six-room building, costing about $10,000. The rooms are well lighted, heated and ventilated by the Smead system, and furnished with slate blackboards and single desks. The frame is of wood.

LAWRENCE—Supt. Watson: Our County Institute was largely attended; of 171 teachers, 166 were present. Our instructors were Dr. Eli F. Brown, A. E. Maltby, M. G. Benedict, Supt. L. R. Eckles, and Miss Elizabeth Fundenberg. The teachers unite in pronouncing it the most interesting meeting of the kind in their experience. The hall was filled at every session with citizens, teachers and friends. New school buildings have been erected in Wayne, Shenango, and Union districts; they are all good substantial buildings, well furnished with all the modern improvements.

LEHIGH—Supt. Rupp: During this month the County Institute was held at Allentown. All but three of our teachers were in attendance, and two of the three were sick. Our schools are all in session, and the attendance is better than for the same month in previous years. I propose holding seven Local Institutes this season, as follows: At Fullerton, Nov. 9; West Bethlehem, Nov. 16; Unionville, Nov. 23; Jacksonville, Nov. 30; E. Texas, Dec. 7; Dillingersville, Dec. 14; Fogelsville, Dec. 21. The County Teachers' Reading Union has adopted White's School Management and Psychology of Numbers for next year's work. Nearly all our teachers have secured one or both of the books, and we may look for good results during the coming year.

LUZERNE—Supt. Harrison: Our County Institute was held at Wilkes-Barre, October 21. We enrolled 700 teachers—the largest number ever enrolled in the history of our institutes. The meeting was one of the most successful also we have ever had. Our programme was changed somewhat at the last moment, owing to the illness of Miss Mathilde E. Coffin, who was to have been with us all the week. We were very fortunate in being able to substitute excellent instructors. Our instructors were Hon. Andrew S. Draper, Dr. George M. Philips, Dr. J. P. Welsh, Prof. T. L. Gibson, Miss Agnes McMollan, Prof. E. L. Kemp, Miss Landes, of Millersville; Hon. Henry Houck, and Prof. E. I. Wolfe. Our evening lecturers were Geo. Kennan, Russell H. Conwell, A. J. Palmer, and Leland T. Powers. On Thursday the Directors' Association met and discussed "School Libraries" and "A Better Tenure of Office for the Teacher." Five directors were elected as representatives to the State Convention to be held at Harrisburg this winter. Our schools are all open, the attendance is excellent, and unusual interest is manifested in the work of the schools.

MIFFLIN—Supt. Cooper: I have thus far visited sixty-five schools, and found most of them doing good work. The Derry directors have opened two more schools. There are now sixteen schools in Derry township. The directors of Armagh have opened a fifth school at Milroy. Recently, in my notes in the county papers, I made special mention of the bad condition of many of the out-houses, and called attention to the special law relating thereto.

MONROE—Supt. Serfass: By the middle of October all the schools were in operation. During my visits I noticed many improvements that are commendable and encouraging. The directors of Eldred district have set an example in the matter of outbuildings: all the school-houses are provided with two separate water-closets, which in point of style and finish may be taken as models. In Hamilton quite a number of the school-houses were made more attractive by a new coat of paint. Middle Smithfield made the children of one district happy by providing them with a new school-house. Chestnut Hill contributed to the comfort of the pupils by furnishing several buildings with improved desks.

MONTOUR—Supt. Steinbach: The course of study prepared for ungraded schools was introduced in nearly all the schools of the county at the opening of the term, and meeting with success. Two new houses were erected during the summer in Anthony township. The buildings are a credit both to the contractors and the directors. Slate blackboards have been put in houses as follows: Anthony, one; Liberty, two; Limestone, one; Mahoning, three; Valley, two. More than one-half the buildings in the county are now supplied with slate boards.

NORTHAMPTON—Supt. Hoch: The County Institute was pronounced by those in attendance as one of the best we have had for many years. The executive committee of the Directors' Association had outlined an interesting programme for Directors' Day, and although the number of directors present was not so large as it might have been, yet we believe the meeting was productive of much good. There is evidence of improvement in the schools visited this month. Teachers are taking greater interest in their work, and many of them are doing more professional reading than last year. Arrangements were made for holding six local institutes during the year, the first to be held at Bangor, November 22.

NORTHUMBERLAND — Supt. Shipman: From one to three months have now been taught in the various districts, with results gratifying and encouraging. If the term end as well as they have begun, this will indeed be a successful school year. New slate blackboards and a "Map of the World" have been placed in every school in Turbutt township, not previously supplied; slate blackboards in all the schools of Upper Mahanoy; a complete set of philosophical apparatus, costing $125, and a handsome book-case for the school library, were plac

in the high school of East Sunbury. There are comparatively few school-rooms in the county not supplied with window curtains. Besides eliminating the barn-like appearance of the school building, the curtains aid in carrying into practice the daily teaching in physiology. It seems ridiculous to teach one thing and practice another.

PERRY—Supt. Arnold: All our schools are now in operation with bright prospects for a successful year's work. Those visited the past month were found in excellent condition and the attendance good. New buildings were erected during the summer in Carroll, Centre, Jackson, Saville, and Wheatfield. All of these were fitted up with patent furniture. Just before the opening of school the Spruce Bank house in Tyrone township was destroyed by fire. A new house will be built at once, and in the meantime the school is in progress in a rented room. The school-house in East Horse Valley, Toboyne township, was destroyed by fire on the night of October 31. A room has been rented in which the rest of the term will be taught. The Oak Hall school in Juniata township has been closed on account of diphtheria.

PIKE—Supt. Sawyer: Evidences of educational progress are noticeable on every hand, and directors are endeavoring to make the school-rooms in their respective districts compare more favorably with those of other counties. Two new school-houses have recently been erected, one in Shohola, the other in Westfall, while a third is under way at Rattlesnake, in Dingman district. Patent desks are rapidly taking the place of old-time board seats—many school-rooms having been supplied with the new desks. Our teachers are wide-awake and doing well.

SNYDER—Supt. Bowersox: The schools in Selinsgrove and Middleburgh have made a few changes in the personnel of the teaching force, but Prof. Schroyer and Prof. Potter are still serving as principals of each respectively. In Middleburg the directors have provided singing books, organ, etc., so that music will now receive a little more attention in these schools than hitherto.

SULLIVAN—Supt. Meylert: Improvements in buildings and equipment are encouraging features of the work. Cherry has completed a fine new building at Satterfield. La Porte boro has painted and papered its rooms, and they now present a handsome appearance. Hillsgrove has thoroughly repaired one building, and furnished recitation seats, globes, and dictionaries. Colby has cleared up fine school grounds at Lapley and perfected her title to the school property—a wise move on the part of the school board. All the schools thus far visited are doing excellent work, and everything points to a prosperous year.

TIOGA—Supt. Raesly: The annual Institute was held during the week beginning October 28th, and was, by common consent, one of our most successful educational meetings. The instructors were Drs. A. E. Winship, J. W. Redway, S. H. Albro, A. T. Smith, Miss Anna Buckbee, Profs. G. C. Robertson, W. R. Longstreet, and H. E. Cogswell. Deputy Supt. Stewart also delivered a stirring address on Directors' Day. The evening entertainments consisted of lectures by Drs. Winship, Crawford, and Russell H. Conwell, and a concert by the Swedish Quartet Company.

VENANGO—Supt. Bigler: There were thirteen monthly Institutes held in the county during the month of October. Cranberry district has built a two-room school-house, and furnished it with all the modern improvements. The schools are well filled with pupils this year. The prospects for good schools throughout the county are excellent. Rockland district is grading its schools and putting in a course of study. Jackson has purchased the Standard Dictionary in two volumes, bound in Russian morocco, for every school in the district, and has built an addition to one of its houses. Oakland has repaired its houses by roofing and papering them.

WARREN—Supt. Putnam: During the past summer Glade township erected a substantial brick building for the accommodation of pupils that were formerly pupils of the East Warren schools. A portion of Glade township was annexed to Warren borough, making a new school necessary. Pleasant township made substantial improvements on nearly all the school buildings in the district. Spring Creek erected a graded school building at Spring Creek village, which is a credit to the district. Relief maps and other apparatus were furnished in many districts, and much interest is manifested in school work. The Local Institutes, so popular and helpful last year, will be continued in most districts of the county.

YORK—Supt. Gardner: Spring Garden township created a new school, and erected a handsome three-room brick building, furnished with slate blackboards and patent furniture; cost over $4,000. Seven Valley enlarged its house and formed a new school.

BETHLEHEM—Supt. Farquhar: The School Board has taken a step forward in the matter of improving the school grounds. The fence around the Franklin building has been removed, and the lot, which occupies a quarter of a block, has been graded and laid out in walks. There will, therefore, be no more of the senseless confusion and noise altending the old-time recess. Hereafter the movements of the children will be under the direction of the teachers. What is the good to the children anyway, in the pulling and tearing and yelling of the intolerable mid-session recess? Only torn clothes, bumps, and bruises, colds, etc. Away with it for something more rational!

CHAMBERSBURG—Supt. Hockenberry: At the end of the second month the indications are that we shall have a year of excellent school work. The attendance is quite good,

and the teachers are earnestly working for an all-round improvement of their pupils.

COLUMBIA—Supt. Hoffman: A very fine eight-room building was erected during the summer. It is well lighted and well ventilated, furnished with single desks and an abundant supply of slate blackboard surface. It is in every way admirably adapted to its purpose, and is one of the finest buildings in the county.

DANVILLE—Supt. Houser: The school board purchased $100 worth of supplementary reading books, intended to co-ördinate with history, geography and literature.

HAZLE TOWNSHIP, (*Luzerne Co.*)—Supt. Mulhall: It was found necessary to open another school at No. 3, and one also on the Diamond Addition. One of the schools at Hazleton Mines was closed. All of our teachers with few exceptions attended the County Institute, and evidently made the most they could out of the instruction there given. Our District Institute has arranged a programme as follows: White's Elements of Pedagogy, Drawing, discussion of Educational Topics, Miscellany and Superintendent's remarks.

HAZLETON BOROUGH — Supt. Harman: We have organized a Local Institute with the following programme: Relief Maps; Primary Reading; Primary Arithmetic; Miscellaneous Discussions; Essay; Remarks by Superintendent. The schools are well attended, most of them being crowded to their utmost capacity. Each school is well supplied with books, charts, globes, maps, etc., which shows that our school directors are of the progressive kind. Five school buildings were painted. The Bible is read in all of our schools.

HOMESTEAD—Supt. Kendall: Arbor Day was observed in all the schools by the planting of many fine shade trees. A choice programme was prepared for the occasion, bearing on nature and the necessity of protecting our forests. The local press and many of the citizens attended, deeply interested in the exercises of the day. As one of the editors present remarked, "It is surprising how many writers of poetry have taken trees as subjects." This, however, is only a beginning, for during the year the tree will be studied in all its varied stages of growth. Many books on science will be added to the public school library this year, not including over 200 volumes on other subjects.

HUNTINGDON—Supt. Benson: Our schools opened with a larger attendance than at any time in the past. There seems to be nothing to hinder the schools from carrying on the work for which they were intended. On account of the crowded condition of the high school, it became necessary to provide an additional teacher. We find it pays well to hire a teaching force that can handle the pupils when divided into smaller classes; and when this is done, the teaching can be made much more effective.

JOHNSTOWN—Supt. Johnston: Arbor I exercises were held by every school. T planting was done at six buildings, and all twenty-five trees were planted. Th were 582 visitors to the schools during month. Large crowds of people witnes the out-door exercises on Arbor Day. E year this day seems to have a deeper inter for our pupils and citizens generally.

LOWER MERION TWP. (*Montgomery C*—Supt. Robb: A fine new school buildi has been completed at Ardmore, which v opened with appropriate ceremonies. A dresses were made by Mr. Houck, Sharpless, Supt. Hoffecker, Dr. Philli and Mr. McGeorge, President of the Sch Board. Dr. Sharpless, on behalf of trustees of Haverford College, offered scholarship to a boy in the graduating cl of each year. At the conclusion of the ercises a flag was presented to the sch by the J. O. A. M. The building is c structed of Holmesburg granite and finisl in chestnut. It is thoroughly heated a ventilated. It contains eight school-roo a large high school room, with class-roo laboratory, and a gymnasium 50x75 f The township high school will be locatec the building until the growing school Ardmore crowds it out.

MAHANOY TWP. (*Schuylkill Co.*)—Su Noonan: A decidedly comfortable and ha somely-furnished new room was opened Morca; it is 30x35 feet, and will accommoc fifty pupils. During vacation the build at Buck Mountain was remodeled, wl those at Suffolk, St. Nicholas and New H ton were beautified by the painter's bru All needed repairs were made, and about new window-shades were hung. Our sch opened September 3d, for a term of months, and we are pleased to record largest first month's enrollment we h ever had.

MIDDLETOWN—Supt. Weber: Arbor I was duly observed by our schools. W not all engaged in the planting of trees every school a portion of the day was voted to the holding of appropriate e cises. Immediately after the opening school in the afternoon, the high sc formed in line and proceeded to the Susc hanna building, where each class plante sugar maple, naming them respectively '97 and '98. Arbor Day selections were s as the trees were planted. Then the sc marched around the flag-pole, saluted "Flag of our Nation," and sang the "S Spangled Banner," and "Long wave Glory," after which they returned to high school. The teachers and pupils of Susquehanna building assembled in school yard, and with singing and speak planted four trees. The grammar ro each planted a tree—nine in all. When those in authority designate a day to celebrated as Arbor Day, it becomes pleasure to honor the proclamation b proper observance—not in pomp and sp

dor, but in easy suitable exercises, and above all with the planting of trees, followed by lessons of patriotism.

MT. CARMEL—Supt. Dean: Our lower grades are crowded, compelling us to put as many as seventy-eight in one room under one teacher. We need more money appropriated to secure the proper buildings, sufficient teachers, etc. We are taxing to the full extent of the law, and yet the children are not properly supplied. If it is best to make a law providing for free text-books, the State should see to it that towns like ours have money enough to do it. It is unpardonable to furnish free text-books and then be obliged to have so many pupils to a teacher in one room that work cannot be done in a healthy way.

MCKEESPORT—Supt. Brooks: The first month of school found us with 3,790 pupils enrolled. I have never seen a more unanimous effort on the part of both teachers and pupils, than is now apparent in our schools. All seem determined that this shall be our best school year. Dr. Schaeffer paid his first visit to our city, and delivered the address at the dedication of our new building. He made many friends while with us, and will be a welcome visitor at any time. The other speakers were President Trich, of the Board of Education, Hon. Thomas Tillbrook, E. P. Douglas, esq., Mayor Jas. Z. Andre, Rev. M. D. Lichter, and Mr. Dailey. We had a very large attendance of the patrons and friends of the schools.

NANTICOKE—Supt. Miller: We have introduced typewriting and stenography in our high school. There are over 200 more pupils in school this term than last. Our board is making preparation to erect an eight room building during the coming year.

NEWPORT TWP., (*Luzerne Co.*) — Supt. Dewey: The monthly Institute was well attended, and was profitable to all present. The next meeting promises to be still more successful. It was found necessary to have more room for the high school work. The only room available was the Superintendent's office, which has accordingly been fitted up for a recitation room. The attendance is very good throughout the district, and the older pupils seem very much in earnest. Nearly all the teachers are Normal graduates, and are not only well qualified for teaching, but take hold of the work with a determination to make the most of their opportunities. Miss Belles, of school No. 17, reports 100 per cent. in attendance for the second month. All the pupils were present every day, and not one was tardy. The nearest pupil lives one-fourth of a mile away, and some have more than a mile to walk. Our teachers all attended County Institute.

OIL CITY—Supt. Babcock: Our schools opened with an increased attendance of 148 over the first month of last year; this made it necessary to rent two rooms. Our new building is nearing completion, and will be ready for occupancy January 1st. It is a four-room brick building of handsome design, and will be up to date in all of its appointments.

SHENANDOAH—Supt. Whitaker: On October 14 we opened ten evening schools—nine for boys and one for girls. Owing to the large attendance we were compelled to open two more for boys and one for girls, so that we now have thirteen of these schools in operation. Six hundred pupils have been enrolled, of whom about eighty are girls. The directors are taking a commendable interest in these evening schools, and neither labor nor expense will be spared to make them successful.

SOUTH EASTON—Supt. Shull: Our teachers, twenty-four in number, all attended the County Institute. Arbor Day was celebrated by all the schools of this borough, and a warm interest was shown in the subject of tree planting.

SUNBURY—Supt. Oberdorf: Our schools opened with an enrollment of over 1300. Some of the primary rooms were overcrowded. In fact nearly all our rooms, including the high school, have insufficient seating capacity for the number of pupils they contain. A new two-room building, with modern conveniences, will soon be completed, and this will relieve us somewhat; but until more modern buildings take the place of those now in use, our schools must suffer for lack of those comforts so essential to the best results in the school-room. The attendance for the first month has been excellent; and under a progressive, earnest corps of teachers we look for good results. "Educational Foundations" is taken and read by all our teachers, and most of them are subscribers to one or more educational papers. Our teachers' meetings, held every other Monday evening immediately after the close of school, are well attended; they are devoted to the discussion of questions bearing upon school work. Our school board is progressive, generous, and watchful of the school interests of the borough.

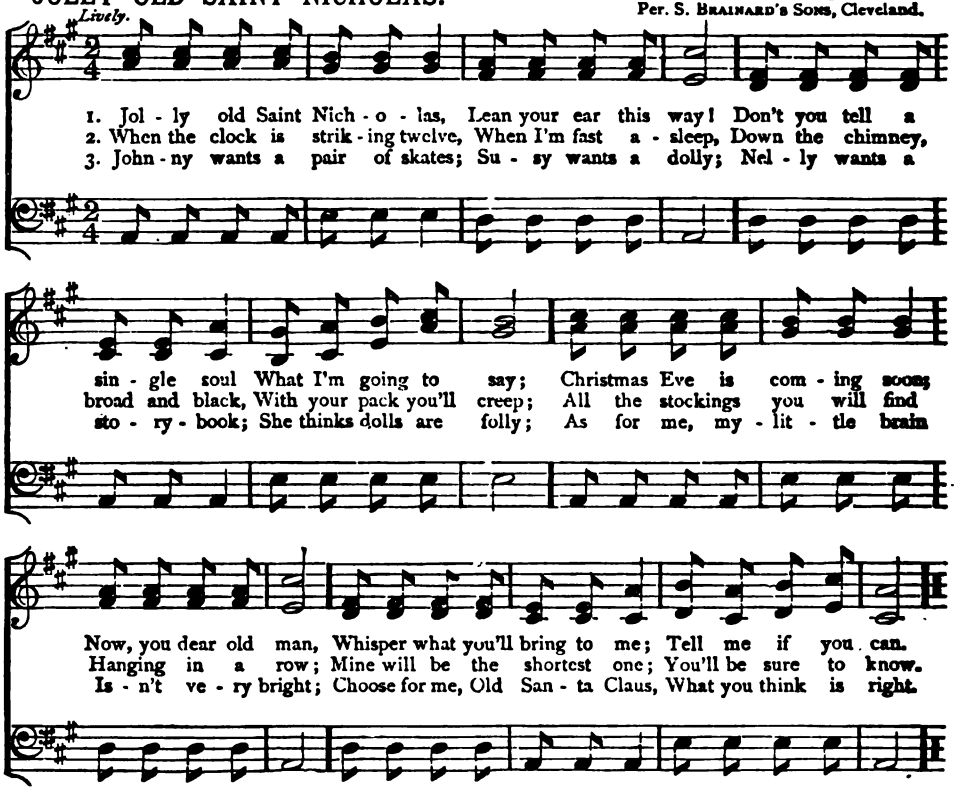
TITUSVILLE—Supt. Crawford: By moving the chemical laboratory to the third floor of the new high school building, the capacity has been increased from 23 to 40 individual stands. We have also moved the Watson Geological Cabinet to the same floor, and also our physical apparatus. When all these departments are completed, we will surely have one of the finest Science departments in Western Pennsylvania.

YORK—Supt. Wanner: The pupils of our schools were asked to contribute apples and potatoes to the York Hospital and Dispensary on a day designated for the purpose. The result in the public schools alone was 134 bushels of potatoes and 44 bushels of apples. From all sources there were received 167 bushels of potatoes and 55 bushels of apples. The surplus will be judiciously distributed in the community during the winter amongst needy and deserving families.

HUMOR OF DICKENS.—As for the charities of Mr. Dickens, multiplied kindnesses which he has conferred upon us all; upon our children; upon people educated and uneducated; upon the myriads here and at home, who speak our common tongue; have not you, have not I, all of us, reason to be thankful to this kind friend who has soothed and charmed so many hours, brought pleasure and sweet laughter to so many homes; made such multitudes of children happy; endowed us with such a sweet store of gracious thoughts, fair fancies, soft sympathies, hearty enjoyments? There are creations of Mr. Dickens, which seem to me to rank as personal benefits; figures so delightful that one feels happier and better for knowing them, as one does for being brought into the society of very good men and women. The atmosphere in which these people live is wholesome to breathe in; you feel that to be allowed to speak to them is a personal kindness; you come away better for your contact with them; your hands seem cleaner from having the privilege of shaking theirs. Was there ever a better charity sermon preached in the world than Dickens' Christmas Carol? I believe it occasioned immense hospitality throughout England; was the means of lighting up hundreds of kind fires at Christmas-time; caused a wonderful outpouring of Christmas good-feeling, an awful slaughter of Christmas turkeys, and roasting and basting of Christmas beef As for this man's love of children, that amiable organ at the back of his honest head must be perfectly monstrous. All children ought to love him. I know two that do, and read his books ten times for once that they

JOLLY OLD SAINT NICHOLAS.

From "SCHOOL CHIMES."
Per. S. BRAINARD'S SONS, Cleveland.



peruse the dismal preachments of their father. I know one who, when she is happy, reads Nicholas Nickleby; when she is unhappy, reads Nicholas Nickleby; and when she has finished the book, reads it over again. This candid young critic, at ten years of age, said: "I like Mr. Dickens' books much better than your books, papa"—and frequently expressed her desire that the latter author should write a book like one of Mr. Dickens' books. Who can? Every man must say his own thoughts in his own voice, in his own way; lucky is he who has such a charming gift of nature as this, which brings all the children in the world trooping to him, and being fond of him. * * One might go on, though the task would be endless and needless, chronicling the names of kind folks with whom this kind genius has made us familiar. Who does not love the little Marchioness, and her friend Mr. Richard Swiveller? Who does not venerate the chief of that illustrious family who, being stricken by misfortune, wisely and greatly turned his attention to "coals," the accomplished, the Epicurean, the dirty, the delightful Micawber? I may quarrel with Mr. Dickens' art a thousand and a thousand times, I delight in and wonder at his genius; I recognize in it—I speak with awe and reverence—a commission from that Divine Beneficence, whose blessed task we know it will one day be to wipe away every tear from every eye. Thankfully I take my share of the feast of love and kindness which this gentle, and generous and charitable soul has contributed to the happiness of the world. I take and enjoy my share, and say a grateful benediction for the meal.—*Thackeray.*

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EDUCATIONAL INTEREST OF THE COMMONWEALTH.

SIXTY-SECOND ANNUAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF THE STATE OF PENNSYLVANIA.

To the Senate and House of Representatives of the State of Pennsylvania:

in the amount ... these districts. On the other hand, the ties and boroughs which raise by local taxation from two to thirteen times as much as they get from the State, certainly deserve all the aid which they are now receiving.

In the last fifty years the amount annualy appropriated to the public schools has risen from two hundred thousand to five and a half million dollars. Only once during this period did a Legislature appropriate a sum less than the amount appropriated by the preceding Legislature; and that was during the trying days of the Civil War, when the resources and the energies of the people were needed to save the Union.

Appropriations to Higher Institutions of Learning.—The Legislature also deserves praise for its generous liberality in aiding our higher institutions of learning. Two hundred and twelve thousand dollars in aid of the State College, two hundred thousand in aid of the post-graduate department of the University of Pennsylvania, and fifty thousand to aid in establishing a school of mining in connection with the Western University, are appropriations indicative of a new departure in the direction of fostering higher education. Post-graduate work in a university means, among other things, the special preparation of teachers for departmental instruction in the more advanced schools of the Commonwealth.

The College and University Council.—The act creating a College and University Council and imposing a property qualification as a condition of chartering new institutions with power to confer degrees, will check the indefinite multiplication of colleges with nothing to build upon except faith in the future, and will

thus pave the way for improving the scope and quality of higher instruction by strengthening the colleges that now exist. A great service will be rendered to the young people of the Commonwealth when it shall be no longer possible to inflate them with the notion that they are getting the discipline of a college course, whilst in reality they are receiving an inferior training of whose defects a decade's competition in after life will convince them—possibly after it is too late to rectify the mistakes of their early education.

Examinations.—The act increasing the examiners at the State Normal Schools has made it possible to conduct the final examinations at these schools with greater care and thoroughnesss. The act imposing upon the Superintendent of Public Instruction the duty of appointing the Committee of Examiners for permanent certificates has eliminated from the annual teachers' institute the excitement incident to the electioneering for rival candidates, and abolished other abuses which are gradually lowering the public estimate of these certificates.

The Question of Uniform Examinations.—I do not find myself in sympathy with the clamor for uniform examinations throughout the entire State. To make absolutely uniform examinations desirable it would be necessary to legislate that children must be born uniform, that their environment shall be made uniform, and that the callings to which they are fitted shall be uniform. There will always be as many standards as there are persons charged with the duty of marking answers. Questions prepared at the Capitol and submitted on the same day throughout the entire State, must leave out of account the local needs of different communities, the disturbing causes in the rooms where the examinations are held, and the personal elements which should be allowed to modify the result in cases in which ability to teach is relatively greater or less than the scholarship of the candidate. It is sometimes for the best interest of the children, to certificate a person with superior ability as a teacher, when rejection might seem justifiable on a pure basis of scholarship. Moreover, a standard which can be maintained in the districts with long terms and good salaries, would cut off most of the teachers in districts which, with the maximum rate of tax allowed by law, must be satisfied with short terms and low salaries. To say that under the present system, certificates of the sa grade do not stand for the same intelle ual attainments, is simply to affirm w is true of all diplomas and certificate scholarship. If the students in the lit ary and scientific courses of higher stitutions were required to pass a unifo examination throughout the entire Sta there would be a howl in every coll loud enough to be heard from Dan Beer-sheba. A superintendent, who fit to examine answers, is also fit prepare questions. Hence I do not prepared at this time to recommend further changes in the method of cer cating teachers.

The Public Library Act.—The act the establishment of free public libra in the several school districts of the C monwealth, except in cities of the first second class, allows the directors to l for the purchase, improvement and m tenance of a free public library, a tax exceeding one mill in any one year on valuation of the property assessed school purposes. It also permits school board to receive and hold free collateral inheritance tax any devise, quest, grant, endowment, gift, donat or contribution of property, real, perso or mixed. Under this provision, valua real estate and a large collection of bo were recently offered to the school auth ities of Reading. A petition urging acceptance of the gift was signed by s eral thousand of the heaviest taxpaye It is to be hoped that public-spirited izens in other school districts will, word and deed, by donations and pe tions, also induce the directors to ta advantage of the powers granted by t act.

The munificent liberality of Andr Carnegie supplied Allegheny and Pit burg with excellent library facilities; Philadelphia Board of Control has est lished libraries in different sections of t city. An act creating a library fund passed for cities of the first class. Scr ton, Wilkesbarre, Johnstown, Bradd and Warren have libraries worthy mention. But the great majority our cities and boroughs either have public libraries at all, or libraries of s limited scope as to provoke both scholar and the average reader, beca they so generally contain the books wh one does not want, and lack the bo which would be really helpful. No le lation was more needed, and none will

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sult in greater good or elicit more gratitude from those who have learned to enjoy a good book.

Other Legislation.—Good results may be expected from the recent legislation designed to prevent the spread of contagious diseases and to improve the sanitary condition of the school-houses and surroundings. The religious garb bill has had the effect of excluding the nuns or Sisters from the ranks of public school teachers; in some instances the children whom they formerly taught have also been withdrawn from the public schools. But the most far-reaching of all the recent laws is the act making education compulsory. Under this act, children between the age of eight and thirteen are required to attend school at least sixteen weeks each year. The moral effect of this legislation has been salutary in causing some pupils to attend who would otherwise have absented themselves. The full effect of the law cannot be seen so long as the school census has not been taken. In accordance with the opinion of the Attorney General, this census is first to be taken in connection with the spring assessment of 1896.

One great service which the school department of every Commonwealth renders, consists in preventing harmful legislation. The constitutional governments of the Old World have a ministry which represents the majority, and which is responsible for all legislation; new bills are prepared by experts; and it is of the highest moment to the leaders to prevent the enactment of any crude or ill-advised laws. In our system of legislation by committees whose deliberations are seldom reported, it is possible for bills to be reported favorably which were drafted to remove abuse in one locality, but whose sweeping provisions will do great harm in dozens of townships where the conditions are different. It is a study of years to acquire familiarity with the varying conditions under which the schools have to be conducted in different sections of the Commonwealth. The teachers, superintendents, directors and patrons of the schools have been unusually vigilant during the past year, and have greatly assisted in the prevention of harm to the school system. What the Pennsylvania schools specially need is watchful care, lest the functions and efficiency of the superintendency in our counties and cities be impaired by unwise legislation. The conservation of what has proved useful is, to say the least, quite as important as the eradication of abuses.

On the other hand, progress implies change. Changes will without doubt be necessary before the compulsory law can be made effective throughout the entire Srate. The author of the law freely admitted that it was tentative in some of its provisions, and that modifications may be necessary in order to secure the attendance of all the children whom the law designed to reach. All our people should honestly seek to carry its provisions into effect, to the end that no child may be deprived of the education which the founders of the common school system aimed to bring within reach of all. In a popular government the efficiency of every law depends upon the support it receives from public sentiment.

THE EDUCATIONAL PROBLEM.

To bring the boy to school is but the first step in the solution of the educational problem. What to do with him after he gets there is the problem which keeps educators awake at night and absorbs their best thought and effort during the day. An answer in theory will aid and guide those who must answer this question in practice. In attempting a theoretical answer it is helpful to institute a comparison between the rural schools and those at or near the great centres of population. During the past year, six thousand four hundred and seventy-two (6,472) schools were open during ten months, four thousand and seven (4,007) during nine months, and two thousand eight hundred and fifty-five (2,855) during eight months. In these figures no deduction is made for occasional breaks due to local causes, giving in the reports a small fraction less than the specified number of months. The remaining twelve thousand and fourteen (12,014) schools were in session between six and eight months. Since population gravitates toward the centres of trade and industry, there is continual danger of overcrowding in city and borough schools, a circumstance which greatly impairs the efficiency of the teaching. The pupils who attend school in country districts do not on the average quit school as early as those who live near the factories and the mines; hence the value of the instruction in rural schools is enhanced by the fact that the pupils are on the average more mature.

CITY AND RURAL SCHOOLS.

The educational advantages of children in the city over those in the country are, therefore, not as great as many suppose. The city schools, it is true, are in session ten months in the year, but the average boy, entering at six and leaving at thirteen, gets less than seventy months of schooling, if we deduct breaks in the attendance due to sickness and other causes. The term of most rural schools being six months, the youth who attends until he is seventeen will, under favorable circumstance, likewise receive upwards of sixty months of schooling. Comparatively few advance into schools of higher grade and work their way through the high school and the college, with the view of entering a profession or one of the other learned vocations. For these favored few (although more numerous than many suppose) we prepare elaborate courses of study and frame exhaustive definitions of a complete education. For the great majority of the pupils in both rural and city schools the problem of education resolves itself into the question: How may about sixty months of the formative period of life be spent most profitably? The far-reaching influence of this question, kept constantly before the minds of teachers and superintendents, is evident upon a moment's reflection. The mere statement of the question is enough to expose the folly of methods which "keep the pupil drilling for months upon the number five and all that can be done with it, and years upon the number twenty." An earnest attempt to answer the question results in banishing from the school-room many a pet scheme of those who expect the public schools to furnish a boy everything needful in the way of preparation for time and eternity. Another effect is constant effort on the part of the teacher to secure a connection between the school and the ordinary life of the people. No time will be wasted in the solution of arithmetieal conundrums which have no counterpart in real life, in the memorizing of innumerable names of black dots called cities and wavy lines denoting rivers, and in mastering technicalities which are supposed to be valuable merely as a means of mental discipline. The game of chess is an excellent discipline for the intellectual powers, but who in this practical age advocates chess playing as part of the school curriculum? Unfortunately some things taught at school have less p and disciplinary value than a g chess.

"Children well instructed to t years of age," says a prominent ed "should go forth to write and sp think and work, with open eyes. may be ignorant of the date of the of Cherubusco, but they can hav bright visions of American statem and some inspiring recollections c sublimely done. They may not kr about physics and chemistry, bu will know something of the laws govern their lives and of the facts constitute modern progress. The not know physiology, but they wil a good deal about the conditions o ical health. They may be igno alleged arithmetic, but they will something of weighing and mea They may never have seen a S Third, Fourth or Fifth Reader, bu will read with pleasure, because w telligence, the simple prose and po their own country, and possibly able to sing its songs." So mu been said of the importance of st things rather than words, of the v laboratory methods as contraste text book instruction, that many danger of forgetting that one of th aims of the school is to teach

THE RIGHT USE OF BOOKS.

This carries with it not only the to interpret print and script as fo our libraries and newspapers, in bc counts and business correspondenc also the power to use these in th munication of one's own thoughts. enshrine the best thoughts of the Through books the individual has to noblest aspirations, the loftiest the most inspiring sentiments, the emotions, and the grandest purpos ever stirred the heart and moved th of man. Books record the results most careful and elaborate exper in every specialty. Experiments at are chiefly valuable as furnishin ideas by which the writings of spec may be understood and applied. of those who leave school at thirtee subsist and perhaps rear families dollar a day. If they can enjoy a book, they are in these days of libraries, almost on a par spiritual the more fortunate of their fello Moreover, the right use of books

SANTA CLARA COUNTY
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to awaken the whole mental life, and to stimulate the powers of the intellect into normal activity at every stage of development.

It has become trite to say that education involves both culture and instruction, that the mind must be formed as well informed, that the intellect is strengthened and developed by exercise in the acquisition, reproduction and elaboration of knowledge. The educator has not fulfilled his mision until he has selected the exercises and subjects which give the best discipline whilst they impart the most useful information. To the category of discipline belong the moral qualities or virtues which are essential to complete living and even to success in the ordinary acceptation of the term.

THE SCHOOL VIRTUES.

During the sixty or seventy months of an average career at school, the pupil may be expected to acquire at least the ordinary school virtues. Regularity and punctuality, neatness and cleanliness, industry and obedience, kindness and politeness are essential not only to a good school but also to a successful career beyond the school. Not only will these virtues be acquired under the guidance of a good teacher, but the pupils will also learn to find pleasure in work as well as in play, to subordinate self to the common good, and to be tolerant of those whose honest opinions and habits of thought differ from their own. These ends are, of course, best secured while the pupils and the teacher are engaged in the pursuit of knowledge, in the study of books and of things which are treated in books.

Can aught be done to prepare pupils under thirteen for their future duties as citizens? Upon the introduction of the Australian system of balloting, a boy upon his return from school at noon on election day, said to his father, "Papa, have you voted?" On receiving a negative reply, he exclaimed, "I did." The father asked for an explanation and found, to his surprise that, under the eye of the teacher, an election according to the new system had been held before the opening of school, and that after school the vote was to be counted and the result announced. By similar devices, many points in civics can be taught and the principles of honest government inculcated. In a republic like ours, no pains should be spared to interest all the pupils, both in the Federal Constitution, and in that more complex document which lies at the basis of our State government.

The grave importance of teaching civics is further apparent from the figures of the last census. According to the census of 1890, there were in the United States nine million two hundred and forty-nine thousand five hundred and forty-seven (9,249,547) people of foreign birth. The freedom-loving Swiss, and the better class of immigrants from other countries, soon catch the spirit of our free institutions. But of the eight hundred and forty-five thousand seven hundred and twenty (845,720) foreign-born persons credited to Pennsylvania, there are many whose children need the patriotic influences of our public schools, as well as instruction in the use of a language other than their mother tongue. We have schools in which more than half a dozen nationalities are represented. We have in Pennsylvania upwards of ninety periodicals printed in languages which the English call foreign. Since English is the language of the courts and of the other branches of government, its acquisition by the children of foreign parentage should be insisted on, for their own sake and for the sake of the nation.

On the question of language, statistics are, of course, apt to be somewhat deceptive. Of our foreign-born population, two hundred and sixty-nine thousand four hundred and eighty (269,480) are credited to Philadelphia; one hundred and fifty-three thousand and seventy-eight (153,078) to Allegheny county; sixty four thousand one hundred and three (64,103) to Luzerne; forty-six thousand three hundred and ninety-nine (46,399) to Lackawanna; and thirty-one thousand five hundred and thirty-three (31,533) to Schuylkill. A large proportion hailing from Great Britain, Ireland and Canada, speak English as their mother tongue. On the other hand, Berks with five thousand eight hundred and sixty-seven (5,867), Lehigh with five thousand four hundred and eighty (5,480), and Snyder with seventy-two (72), might from the figures seem more thoroughly English than Chester, which had a foreign-born population of six thousand seven hundred and sixteen (6,716). Those conversant with the facts know very well, that in counties like Berks, Lebanon, Lehigh, Northampton, a very large population, whose an-

cestors fought in the Revolution and saved Washington's army from destruction at Valley Forge, still use in their homes the vernacular of their forefathers. In these sections of the Keystone State, the study of English and its use on the play-ground should be insisted on as one of the chief essentials of the school curriculum.

Whatever else the school may accomplish, it will have failed to fulfill its mission, if the pupils have not acquired while at school:

1. The ordinary school virtues.
2. The English language, including the power to think and to express thought in both script and speech.
3. A taste for good reading and the power to use books aright.
4. A knowledge of business forms and the ability to perform the calculations required in barter and trade.
5. Sufficient knowledge of hygiene to observe the laws of health.
6. Enough geography and history to see the relation of good government to the welfare of the people.
7. And finally, a willingness to make sacrifices in the cause of right and truth and in interest of humanity at home and abroad.

SECONDARY SCHOOLS.

Whilst it is important to hand down from generation to generation the knowledge which the ages have accumulated, it is not necessary for every individual to know all that is to be known. The benefit of most of the knowledge which the race has and must have, comes to us at second hand. A fee, representing but a small fraction of our own time and effort, secures the services of a specialist whose skill is the result of years of study and experience. Multitudes toil under the guidance of chemists and capitalists, of merchants and manufacturers, whose knowledge in their special line is highly essential to the best interest of those who work for them or buy from them. It is, therefore, of the utmost importance to all classes of society, that those who enter the learned vocations or direct the labors of others, should be educated beyond the elementary branches. A system of public instruction can not be considered complete or satisfactory, if it fails to provide secondary schools for the training of this important minority. Where high schools have been established for giving this secondary education, those availing themselves of it are not as small a minority as many suppose. It is customary to compare the number of pupils in the high school with the total enrolment of the district, and to accept this ratio as indicating the percentage of pupils who get instruction beyond the common branches. This method of computation leaves out of account the fact that by reason of the difference in the length of time covered by the high school and the lower grades, the total enrolment furnishes no just basis of comparison between them. Moreover, since the number entering the primary grade increases from year to year, the number of those in the entering class of the high school should be compared with the number of those who began school when the pupils of said class were in the primary grade. Thus it will be found that in a city reporting seven per cent. of its enrolment as belonging to the high school, between twenty-five and thirty per cent. of the pupils entering the public schools actually receive instruction beyond elementary branches.

That secondary instruction reaches directly so large a percentage of the enrolment, and indirectly benefits all classes of society, is an unanswerable argument in favor of the extension of our high school system to rural districts. Lebanon county boasts of two high schools maintained by Cornwall and Jackson townships; Chester county boasts of four township high schools; and the idea has taken root in other counties. If Pennsylvania were to follow the example of Wisconsin in making a liberal appropriation in aid of all high schools maintaining a given standard, the greatest want in our system of public instruction would in no long time be supplied by the multiplication of high schools in rural districts, and by the increased efficiency of the secondary instruction in cities and boroughs.

EVENING SCHOOLS.

A number of cities and boroughs support evening schools. Pupils whom the struggle for bread keeps at work during the day, and to whom a hard fate denies early advantages, find in these schools an opportunity to acquire the rudiments of an English education. The attendance at some of these schools could be improved in duration, regularity and numbers, if the quality of the insiruction were improved by the employment of the best teachers and its scope enlarged by the addition of branches like book-keeping

civics, drawing and the elements of the sciences. Teachers who have expended their best energies upon day work should not be employed for the evening schools, but the salaries paid should attract superior talent and secure a maximum of skill and energy. The fact that the evening school is attended by pupils of limited opportunities for study, and is in session only a few hours each school day, shows the need of the best teaching talent if ordinary results are to be attained.

Fifty thousand pupils attend the continuation evening schools established by the school board of London. The plan is worth trying in the progressive cities of America.

THE TRAINING OF TEACHERS.

In 1834 Samuel Breck, as chairman of the committee on education, made a report to the House, in which he maintaned that seminaries for the instruction of teachers are as important as medical schools for physicians, that under the proposed system of common schools a large supply of teachers must be properly formed for this vocation, and that they must acquire the knowledge to be communicated and the art of communicating that knowledge in addition to the art of "well-governing" a school. For several decades after the establisment of the system, every State Superintendent called attention to the need of properly trained teachers. In his third annual report Thos. H. Burrowes says: "The want of more and better teachers is by far the greatest difficulty of the system. Without these it cannot long retain the degree of public favor now possessed, and with them its capacity for usefulness will only be limited by the necessities of the rising generation."

"The means of supplying this last and greatest want," he goes on to say, "have occupied much of the thoughts of the Superintendent. He has come deliberately and unhesitatingly to the conclusion that the best mode is the establishment of separate free State institutions for the instruction of the teachers. Two others have been proposed and partially tried, with little success. One is to strengthen the county academies by state patronage, so that they shall instruct and furnish each county with a sufficient number of good teachers. It was mainly with a view to this end that the practice of giving public aid to these institutions first commenced. It has been over and over asserted that they form the only hope of the State in improving her teachers, but they have for twenty years disappointed that hope. * * * The colleges have already been tried as a means of supplying teachers, and with little success. Within the last eight years forty-eight thousand five hundred dollars have been given by the State to five of these institutions, principally on condition that they should instruct a certain number of persons (ninety-one) for teachers of English schools annually, for a specified time. Last year there were sixty-one students preparing for this business in all the colleges of the State. Every one knows how few of the persons who are thus prepared ever actually exercise the profession. It is doubted whether there are at the present moment, in the whole State, one hundred persons thus educated, permanently and actually engaged as teachers of primary schools. Hope from this quarter is dead."

A comparison of our present facilities for the education and improvement of teachers with the facilities available in those days, must fill the most despondent with hope. A bird's-eye view will suffice to bring out the contrast and to show what progress has been made. We now have:

1. A system of thirteen State Normal Schools, each having extensive buildings, a corps of instructors numbering from eleven to forty, and an annual attendance of several hundred or more, making an aggregate of over five thousand students who are preparing to teach. The recent growth of these schools has necessitated the erection of many additional buildings. Their efficiency can be enhanced still further by providing them with more ample model school facilities for observation of and practice in actual teaching.

2. Normal or training schools maintained under the auspices of the local boards of control in Philadelphia, Pittsburg and other cities.

3. Colleges and universities with special departments for the study of pedagogy in some of which unequaled facilities for advanced study are offered by the self-denial of the professors and the munificence of trustees and other friends.

4. Summer schools with equipments for doing all that can be expected from agencies of this kind for the improvement of teachers now at work in the schools.

5. A system of Annual County Insti-

tutes with means to secure the best lecturers on the continent, reaching not only the teachers but also the friends of education in every community.

6. A growing literature in which is discussed every phase of the science and art of pedagogy.

7. Libraries and laboratories containing books and apparatus too expensive for private ownership.

8. A group of musuems, general, scientific, economic, commercial, geographical and educational, located in Philadelphia and designed to bring under the eye of the visitor the resources, industries, products and markets of the world. Under the masterly direction of Prof. W. P. Wilson, the materials obtained at the Columbian Exposition, and since that time by gift or exchange from foreign nations, are now in process for arrangement and classification, and the musuems will at no distant day be thrown open to the public.

There is, hower, one discouraging limit to the use of these facilities. So long as in sparsely settled districts schools must be kept in operation at an annual expense of from twenty to thirty dollars per pupil, it is vain to hope for an increase of salaries under the present system of distributing the State appropriation. And when teachers receive less than twenty-five dollars per month for a period of six months, it is equally vain to expect them to spend their wages at summer schools of pedagogy. If one from such a district can secure enough money for a term of schooling away from home, he seldom returns to the district as a teacher, because more lucrative employment is sure to lure him elsewhere.

Out of an income of four hundred dollars ($400) some teachers have been known to spend forty dollars ($40) at a summer school, in fitting themselves more fully for their work. Multiply these figures by ten, and you have an expenditure of four hundred dollars ($400) out of an income of four thousand dollars ($4000), the salary of a judge of the court of common pleas. Where can you find a judge willing to spend that amount in a year for the purpose of fitting himself more fully for his duties on the bench? Is it right to expect that the members of any profession shall spend one-tenth of their annual income in order to fit themselves more fully for their professional duties? That teachers do so, speaks volumes for their zeal and earnestness.

The agencies for the education an provement of the teachers are effecti to the point where these begin to the school room for more lucrative ployments. With the advance of sa will come an improvement in their scl ship and professional attainments. fact should always be borne in r when we seek to advance the intere childhood through the more thor education of those preparing to teach other words, the standard may be p so high that the remuneration wil justify the effort and expense requir order to reach the ranks of the profes

TRIENNIAL ELECTION OF SUPERI TENDENTS.

In a factory intelligent supervisio the purpose of harmonious effect is i pensable; hence the employment supervising genius at a liberal salar matter of economy in all large estal ments. The need of skillful superv and intelligent co-operation for th tainment of the best results, is eq great if not greater in a system of scl A good superintendent earns many his salary. A poor superintendent i dear at any price. The work of s vision may be unsatisfactory, eithe cause the number of schools is too for the oversight of one person, or be the supervising officer lacks the tale moulding, inspiring and directing work of others. Legislation on this question is, of course, impossible d the coming winter; but, what is pe of more consequence, the triennial ele of superintendents will be held d the current year, so that changes m made either for better or for worse.

All superintendents can ask quest mark answers, issue certificates, co statistics, and report on what they observed during their visits. Her power of some seems to end. If d come to their notice, new and more examinations are resorted to, as if kr edge were the sole requisite and me of teaching power. On the other h the State is fortunate in having an class of superintendents who exert a s influence for good whenever they in contact with teachers or pupils. visits are like sunshine on a cloudy evoking new life in the school-room causing happiness wherever they They not only see what is done, but can get done what ought to be

School officials of this class are worth their weight in gold, and ought to be re-ejected regardless of age, creed or politics and in spite of all traditions in favor of rotation in office.

THE CORNPLANTER INDIANS.

A visit of inspection was made to the school of the Cornplanter Indians in Warren county. Three hundred dollars are annually appropriated for its support. The appropriation is entrusted to County Superintendent H. M. Putnam, who hires the teacher, pays the salary, purchases the fuel and the supplies, and exercises the same powers and functions as a school board. The trust is faithfully and judiciously administered. The school is attended by eighteen Indians and by six white children belonging to families which have rented lands on the reservation. The school-house is a small frame building with two windows on each side, and lacks the ordinary arrangements for ventilation and most of the modern appliances for instruction. The appropriation has been the same for more than twenty years. Not only should it be increased, but an appropriation should also be made for building a school-house with living rooms for the teachers. It is difficult to secure and retain a good teacher in this school as things now are. To hire a room and board one's self, for eight months, living in the seclusion of an Indian settlement, is a sacrifice which few are willing to make. The teacher now in charge of the school is Miss Gay Philips, a young lady imbued with a true missionary spirit. Her services to these people in the Sunday-school, and during the week, deserve the recognition of all who feel interested in this last remnant of the red man in Pennsylvania.

APPRECIATION OF DISTINGUISHED SERVICES.

The teachers of Pennsylvania have raised more than eleven hundred dollars to place books on education in the Wickersham Alcove of the State Library. This alcove was so named in memory of the late James P. Wickersham, Superintendent of Public Instruction from 1867 to 1881. At the Mt. Gretna meeting of the State Teachers' Association, a movement was inaugurated to erect a monument over the grave of Thos. H. Burrowes, who did more than any other man to put into successful operation our common school system. At the age of thirty he became Secretary of the Commonwealth while that office included among its duties those of State Superintendent of Common Schools. After the two offices were separated, he again filled the position of State Superintendent from 1881-83. He drafted the Normal School law, and rendered other distinguished services as an educator while filling the editorial chair of *The Pennsylvania School Journal*, the position of Superintendent of Soldiers' Orphan Schools, and the Presidency of the Pennsylvania State College. That the burial-place of this noted educator should remain unmarked for a quarter of a century may well cause surprise. There is room for congratulation over the prospect that the memory of his great services will be perpetuated by suitable memorials erected by the teachers and the people who are to-day reaping the fruits of his labors and his wisdom.

I would be untrue to myself if in this connection I did not acknowledge the faithful services of at least three of the men who have for years been connected with the School Department. Deputy Superintendent Henry Houck has rendered invaluable assistance in the preparation of the new edition of the school laws and in the publication of the annual report. During his long and efficient term of service he has addressed more teachers and through them made more young people happy than any other educator on this continent. Deputy Superintendent J. Q. Stewart has for many years conducted the details of the office with painstaking fidelity and unswerving devotion to duty. Few will ever know the value of his services in defeating pernicious and destructive school legislation. Hon. A. D. Glenn has performed the duties of financial clerk since 1889, and distributed in this time among the school districts of the State a sum exceeding twenty-six millions, making the calculations with marvelous accuracy and dealing with all men in a way to win their respect and admiration. It is, indeed, impossible to name all who have given the commissioned officers substantial aid in the admimistration of our school system. But in concluding this report I cannot refrain from calling attention to the services which the press has rendered to our public school system. The children of the Commonwealth owe a debt of the profoundest gratitude to the

editors of the leading daily and weekly papers, for their assistance in arousing the public to the need of better school-houses, longer terms, higher salaries and more efficient instruction. Let the agitation be kept up until the schools of Pennsylvania shall in every respect rival the best on the surface of the globe.

NATHAN C. SCHAEFFER,
Supt. Public Instruction.

STATISTICAL STATEMENTS, 1895.

Number of school districts	2,444
Number of schools	25,348
Number of graded schools	13,900
Number of superintendents	134
Number of male teachers	8,628
Number of female teachers	17,460
Whole number of teachers	26,088
Average salaries male teachers per month	$44 52
Average female teachers per mo	38 34
Average length of school term in months	7.91
Number of pupils	1,070,612
Average number of pupils	779,463
Cost of school-houses, purchasing, building, renting, etc	$3,724,558 93
Teachers' wages	9,304,329 59
Cost of school text-books	924,305 60
Cost of school supplies other than text-books, including maps, globes, etc., not including Philadelphia	358,597 90
Fuel, contingencies, fees of collectors and other expenses	4,680,859 10
Total expenditures	18,992,651 12
State appropriation for the school year ending June, 1894	5,484,316 30
Estimated value of school prop'y	46,617,109 00

Items Compared with those of the Preceding Year, Ending June 4, 1894.

Net increase in number of dist's.	31
Increase in number of schools	807
Increase in number of graded schools	1,041
Increase in number male teachers,	164
Decrease in number female "	317
Increase in salary of male teachers per month	$0 36
Increase in salary of female teachers per month	5 29
Decrease in length of school term in months	.09
Increase in number of pupils	29,933
Increase in teachers' wages	$305,985 93
Increase in cost of building, purchasing and renting	327,740 80
Increase in cost of fuel, contingencies, debt and interest paid,	293,883 71

Condition of System, not including Philadelphia: With Comparisons.

		Increase
Number of districts	2,443	32
Number of schools	22,253	700
Number of pupils	942,975	27,476
Average attendance.	666,102	20,901
Per cent. attendance.	0.84	
Average length of term in months	7.62	decrease, .09
Number of male teachers	8,476	increase, 149
Number of female teachers	14,517	decrease, 409
Whole number of teachers	22,993	decrease, 260
Average salary of male teachers per month	$41 78	decrease, .03
Average salary of female teachers per month	32 79	increase, .24
Cost of school supplies other than text-books	$358,597 90	200,640 52*
Teachers' wages	7,206,252 88	211,230 32†
Fuel and contingencies	3,912,662 13	275,623 39†
Cost of text-books	768,891 50	331,285 84*
Purchasing, building and repairing houses	3,182,749 40	348,658 18†
Total expenditures	15,429,153 81	303,585 53*
Average number of mills on dollar for school purposes	4.52	increase, .11
Average number of mills on dollar for building purposes.	2.93	decrease, .27
Amount of tax levied.	$8,598,542 71	$68,939 96*

Statistics for Philadelphia.

Number of schools	3,095
Number of male teachers	152
Number of female teachers	2,943
Average salary male teachers per month	$197 56
Average salary female teachers per month	65 77
Number of pupils at end of year	127,637
Average attendance	113,361
Paid for teachers' salaries	$2,098,076 71
Paid for houses, additions and repairs	541,809 53
Books, fuel, stationery, contingencies	923,611 07

* Decrease. † Increase.

One of the strongest pieces of equipment of a young teacher is a vivid recollection of the methods employed in teaching him. If those methods were good and successful, the imitation which the teacher will make, consciously or unconsciously, will also be productive of good; if they were vicious, the early efforts of the young teacher will be tinged with their defects; and if they were wholly incapable of adoption in the changed circumstances, the efforts of the tyro will be weak and uncertain.—*Isaac Sharpless.*

Education is the only interest worthy the deep, controlling anxiety of the throughtful mind.—*Wendell Phillips.*

WRECK OF THE HESPERUS.

BY NELLIE PARSONS.

ONE cold winter a long time ago there was a ship named Hesperus. The skipper took his little daughter with him to keep him company. She was a pretty little girl, with blue eyes and light hair. The skipper stood by the helm with his pipe in his mouth, watching the smoke as it was blown first west, then south.

There was an old sailor who stood near, and he said, "You had better get to the shore, for I think there is going to be a hard storm. Last night there was a ring around the moon, and to-night I see no moon." But the skipper laughed, for he did not think there would be any storm. The wind blew colder and louder, and the snow fell and made a hissing sound as it struck the salt water. The waves looked white like yeast.

Soon the storm struck the ship and made it jump a cable's length. Then the little girl trembled, she was so afraid, but her father said; "Come here, my little daughter, and do not tremble so, for I am strong, and can battle the hardest storm that ever wind did blow." He wrapped her in his large coat, and tied her to a mast.

The little girl heard the church bells ringing, and asked her father why they were ringing. He told her it was a fog bell to keep ships off the rocks. She asked him why the guns were firing, and he told her some ship had lost its way. Then she saw a light, and asked her father where it was, but he did not answer because he was frozen.

The little girl then prayed that she might be saved, and she thought how Christ made the water still on the lake of Galilee. In a little while the ship struck a rock and sank, where the waves looked as white and soft as wool. In the morning the fishermen found the little girl on the sea-beach. The tears were frozen in her eyes, and her hair looked like seaweed, as it was washed to and fro by the waves.

Some of the most simple sentences may be put upon the blackboard for reading. After several times reading and talking about the story, without comment or any explanation whatever, tell the children you are going to read them a story. Then read them the poem. Watch the interested faces and bright eyes as they recognize the familiar story clothed in its beautiful language.

Ask if they would like to learn it, and you will meet with a hearty response. Of course not all of it will be learned at one time, but children learn more readily than one would think, and when learned you will have a fine selection for concert recitation. This is good memory culture and wise literary training for the children. —*Teacher's Outlook.*

FROEBEL AND HERBART.*

EDUCATIONAL THEORIES OF THESE TWO NOTED THINKERS.

BY JAMES L. HUGHES.

THE last part of the eighteenth and the first part of the nineteenth century will always stand out clearly as the brightest period in educational development. The revelations of this productive era were more important than its revolutions. The most magnificent evolutions of the period were educational, not military or political. Among the many leaders of this era in the great work of educational reform, Pestalozzi, Herbart, and Froebel are the central figures. If all other educational literature were destroyed, the principles of these three men would still reveal all the vital forces that are molding the educational systems and methods of to-day, both in aims and processes. These men were all living at the same time, and their spheres of labor were not far apart. Pestalozzi was born thirty years before Herbart and thirty-six years before Froebel, and to him more than to either of the others must be given the credit of the educational awakening. He aroused Europe, and Herbart and Froebel must have been influenced by the favorable educational conditions into which they were born. Froebel undoubtedly owed more than Herbart to Pestalozzi, because he was a student and fellow-worker with him.

Many of Pestalozzi's educational principles had been revealed by Comenius and Rousseau, but Pestalozzi rediscovered

* A paper prepared by Hon. James L. Hughes, Inspector of Schools, Toronto, Canada, to be read before the Department of Kindergarten Education of the National Educational Association at Denver, Colo., July 11, 1895.

them and discovered other principles for himself; and his ardent enthusiasm and deep, sympathetic love for childhood made educational principles living forces in a new and most impressive way. His schools became most suggestive object lessons, and through them his educational principles obtained a vitality that made them controlling forces, which started a much needed educational revolution. Herbart and Froebel were both more scientific than Pestalozzi in their methods of dealing with the subject of education. They worked out their systems logically and constructively; he was emotional and instinctive.

In their study of the child as the basis of a sound pedagogical system, Herbart and Froebel were in harmony in accepting the parallelism between the progress of the race and the development of the child. This idea was not original with either of them. Many of the ablest philosophers and theologians have held this view, and Rousseau and Pestalozzi had brought it within the range of educational discussion before the time of Herbart and Froebel. Froebel made more use than Herbart of this idea of similarity between the culture-epochs in the growth of the individual and the race. It aided Herbart to decide what instruction is best suited to the child, the youth, the man at different stages of his development; to Froebel it helped to reveal not only suitable material for instruction, but proper processes or occupations by which the child, the youth, and the man should define and increase knowledge and power.

Both Herbart and Froebel studied the child in order to lay down a system of education that would help to ennoble man and enable him to work out his highest destiny. They were fully in accord in regard to the true aim of education. Both made the development of moral character the great purpose of all education, and their study of the child was made to find the surest way to reach this desired end. There was a radical difference, however, in their attitude toward the child. Herbart studied the child to find the best that could be done for it; Froebel studied it to learn how it could be aided in working out its own best development. Herbart magnified the work of the teacher; Froebel magnified the work of the child. Herbart made instruction and Froebel self-activity the source and cause of growth in knowledge and character.

This difference of view-point leads to the chief distinction between the work of these two great educationists. Herbart discusses the work of the teacher, and shows what should be taught to the child, when it should be taught, and why it should be taught, with occasional suggestions as to how it should be taught. Froebel, on the other hand, considers chiefly the work of the child, and endeavors to lay down a complete system of education, by which the child's entire nature may be called into vigorous exercise. Froebel keeps constantly in mind the work of the teacher, and he has clearly defined ideas regarding the order in which knowledge should be presented to the unfolding mind; but the basis of his pedagogical system is growth through self-activity of the child. He discusses the same problems as Herbart, but he reveals the child's part in the work of education, and tries to show the teacher how to guide the child in doing its own work without interfering with its spontaneity. Herbart improved the work of his predecessors, Froebel revolutionized it.

President De Garmo summarizes the work of Herbart under three heads: "(1) The development of a system of psychology capable of immediate bearing on the problems of teaching; (2) the scientific application of this psychology to education; and (3) the revelation of the possibility of making *all* the activities of the schoolroom, including especially instruction, bear directly upon moral character." Even those who differ from Herbart *in* regard to the foundation-principle of his system of psychology must recognize the wonderful ability with which he expounded it. His analytical power is simply marvelous. He sees all sides of a question clearly, and sometimes explains the details of opposing or qualifying principles so profoundly as to leave one somewhat doubtful as to the course of action recommended. A complete series of educational maxims, covering the general fields of discipline, training, and teaching, might be made from his writings. Certainly no other writer has given dignity to so many common-place theories; but, on the other hand, no writer has made a closer analysis of mental operations.

Even those who reject the Herbartian theory of soul-growth by the accumulation, enlargement, and modification of ideas will be ready to acknowledge the

fairness of the claims made by President De Garmo in his summary of Herbart's work, with a slight explanatory statement. The third claim may be misunderstood to mean too much. The expression "all the activities of the schoolroom" means infinitely less as applied to Herbart's system than when used in relation to the system of Froebel. With Herbart it refers chiefly to the work done under the specific direction of the teacher, but in Froebel's case it always refers specially to the self-activity of the pupils. The phrase, "including especially instruction," shows that in Herbart's system it is the teacher's work, "especially the work of instruction, that bears directly on moral character." Herbart makes this very explicit throughout all his works, and summarizes his entire pedagogical system in two brief sentences: "Instruction will form the circle of thought, and education the character. The last is nothing without the first, Herein is contained the whole sum of my pedagogy."

Having laid this foundation he is naturally led to rely on the doctrine of interest as the central element in his pedagogical system. Interest, desire, action, will, is the order of the sequence of human development in his psychology. The doctrine of interest has been expounded by Herbart in a way that leaves little room for enrichment by his successors. With him interest is no passing fancy, no temporary attraction to things or subjects. It covers the whole ground of knowledge and of sympathy; "knowledge of the manifold, of its law, and of its æsthetic relations; sympathy with humanity, with society, and the relation of both to the highest Being." He describes interest as: "The joy of life, and the elevation of soul which knows how to part from life." He makes it, in the language of one of his greatest interpreters, Ufer, "the root of volition." He has been severely criticised for making action lead to will, instead of accepting the commonly accepted idea that will leads to action; but those who dissent most strongly from his views regarding the relationship of will and action, may learn quite as much from his pedagogical use of interest as those who are his most ardent admirers. Opponents as well as disciples may have their ideas enlarged and defined by Herbart's discussion of interest, many-sidedness of interest, proportionate many-sidedness, empirical interest, speculative interest, æsthetic interest, sympathetic interest, social interest, religious interest, absorption, and reflection.

Herbart's system made instruction the basis of virtue. Ufer crystallizes Herbart's teaching on this point in the sentence: "When instruction has generated knowledge that incites to volition, and that is controlled by ethical ideas, its task is done."

It is easy to see how essential it was for Herbart to insist on apperception and correlation or concentration of studies. Apperception to Herbart meant more than the accumulation of knowledge, or even of new knowledge allied to what was already in the mind. It meant mind-awakening, mind-activity, mind-defining, and mind-enlargement, not by accretion but by assimilation of the new knowledge with the corresponding mind content, to form a greater mind content which should be a unity and not an aggregation of related ideas.

Froebel's educational system rests broadly on two great laws: the law of unity, and the law of self-activity. His fundamental thought was unity: unity in the elements of individual power, physical, intellectual, and spiritual; unity in the exercise of human powers, receptive, reflective, and executive; unity of the race, unity of man with nature, and unity of man with God. This law of unity led Froebel to insist even more strongly than Herbart on the perfect articulation and harmonious correlation of studies. He criticised severely the lack of unity in the studies of the school he attended when a boy, and endeavored to remedy this defect in a school in which he taught while a student in Berlin. In all his after work he made unity an essential. He made this law of unity the basis of his kindergarten system. Every detail of his system in the gifts, occupations, games, songs, and stories, is related to this central thought. To those who see behind the material and the occupations, the kindergarten is the objective embodiment of true concentration, and Froebel strongly urged that this same principle of correlation should dominate the arrangement of school programmes, and the methods of teaching in the schools.

Froebel's view of the human soul was directly opposite to that held by Herbart.

Froebel believed that the child has within him a self-acting soul, an element of divinity, the self-hood or individuality of the child, and that this develops by being put forth in gaining a knowledge of its environment, and in performing the duties pertaining to the social relationships. These opinions led him to discover his law of spontaneity or self-activity, which he made the underlying principle of all his developing and teaching processes in the kindergarten and in the school.

He did not mean by this law of spontaneity that the child has to acquire all knowledge by himself without the aid of the teacher. He gave instruction its true value. He did mean, however, that no instruction really becomes a content of the child's mind in the highest sense until the child has made a creative use of it in some way. Froebel's lessons always have two parts, the instructive and the creative. The teacher gives new instruction, and immediately the child makes an original use or application or modification of it. In this way, by his law of self-activity, Froebel secures to the fullest possible extent active, co-operative interest, and the most productive apperception. The child must be more interested and more definitely attentive when using knowledge than it can possibly be in receiving knowledge. Executive attention must be more developing than receptive attention, even if the pupil acts in carrying out the plans of the teacher; it becomes still more productive when the pupil executes its own plan or carries out its own design.

Apperception, too, is more complete when the child is self-active than at any other time. The mind-content corresponding to the new presentation rises to the surface to receive it with greatest energy in response to an impulse to definite action in producing or accomplishing a creative purpose. In this way the assimilation of new knowledge with that already in the mind becomes most perfect, and the mind content so produced responds with greatest freedom, and with most vital intensity, to the subsequent presentation of a new idea. The superiority of the active apperception of creative self-activity over the relatively passive apperception of the most interested receptive attitude of the pupil's mind, results therefore from two causes: the mind acts with more potency in the first apperception, and the resulting mental content possesses more perfect homogeneity and more responsive energy. The executive tendency of the mind secured only by self-activity is a most essential element in character.

In discipline and training Herbart was much more coercive than Froebel, although less so than most of his predecessors and some of his successors. He made a much larger use of compulsion, both in forcing attention to study and in controlling the conduct, than Froebel. Froebel recognized the self-hood of the child as the true source of interest, and the surest controlling force. He would not check effort, because he desired above all else positivity of character. He would not stop the current of real individual energy; he would change its direction when it was wrong by changing the pupil's centre of interest. His constant purpose was to secure reform and progress through the child so that it might become self-directing and self-progressive. Herbart recognized with great clearness the necessity for control; Froebel saw the harmony between spontaneity and control, "the perfect law of liberty." Yet Herbart acknowledged the individuality of the child. He wrote many wise things about it. He says, for instance, "The teacher ought to make it a point of honor to leave the individuality as untouched as possible." He criticises severely those teachers who "dominate the feelings of the pupil, and holding him by this bond, unceasingly disturb the youthful character to such an extent that it can never know itself." But even his disciples acknowledge the fact that there is at least an apparent incongruity between his conception of the mind of the child as built up "entirely of presentations," and a true recognition of individuality. Herbart himself saw this. It is clearly impossible to give individuality its full recognition when the conception of the soul is reduced to the smallest possible degree. The more the soul idea is limited, the less important does individuality become, and the more potent does the teacher become as a decider of destiny. Froebel's conception of the soul as an element of Divinity in the child, gave him a reverence for individuality so profound that he demanded of the mother and teacher two things for the child: freedom, and opportunity for creative activity in applying and extending the knowledge gained by experience and instruction.

The characteristics of the systems of Herbart and Froebel may be summarized as follows:

Both Herbart and Froebel made high moral character the great purpose of education. Herbart limited the original capacity of the human soul to one power: "that of entering into relations with the external world," or as De Garmo defines Herbart's idea, "he assigned to the soul merely the capacity of self-preservation." Froebel regarded the soul as a germ of Divinity that must inevitably develop in power, and that should develop by its own creative self-activity. Herbart studied the child to mould it; Froebel studied it to guide it in its growth. Herbart studied the child as a philosopher; Froebel studied it as a sympathetic friend. Herbart's recognition of individuality was limited by his conception of the inherent powers of the soul; Froebel's idea of the child soul necessarily led him to reverence individuality as the central element in human development, and as the thing that made the increase of human power desirable. Herbart saw the need of control much more clearly than the need of freedom; Froebel saw the harmony between freedom and control. Herbart made instruction the basis of virtue; Froebel made morality depend on true living in the home and in the school, on the awakening of the ideal as a counterpoise to the sensual, and on the recognition of and reverence for the life principle in and behind nature. Herbart made will result from action; Froebel made action result from will. Self-activity developed the will according to Froebel, but the will increased in power as the result of its exercise in causing creative self-activity.

Herbart's contributions to pedagogy are a matchless discussion of interest, a thorough exposition of apperception, and a philosophic foundation for co-ordination of studies so that they may produce the most definite and most beneficial results on character. Froebel revealed the law of creative self-activity as the source of growth, including in it the most intense and most certain interest and the most perfect apperception; and the law of universal unity, in which unity of studies (correlation or concentration) was definitely recognized, although it is not the most important part of Froebel's comprehensive idea of unity.

Froebel's chief influence on educational forces rests on his recognition of woman as an educational factor outside of the home as well as in it, and his extension of the period of training by providing his comprehensive kindergarten system for little children. The kindergarten is an objective illustration of the results of reverent child study, which has undoubtedly led to the universal interest in the systematic study of the child which, during the past ten years, has become the most prominent characteristic of educational investigation. Froebel also influenced educational thought and practice to a large extent by his use of play as an educational force. Others had recognized the value of play, but Froebel was the first to organize play as an essential element in training. Herbart aimed to produce in his pupils the spirit and the power of co-operative and productive activity. In this ideal he was the peer of all other educators except Froebel, and the superior of most of them. Froebel's ideal was co-operative, productive, and creative self-activity.

GREELEY'S MANUSCRIPT.

A GOOD story is told by Hayden Carruth in *Harper's Monthly* apropos of the notoriously bad handwriting of Horace Greeley and the trouble it gave the compositors of the *Tribune*. One of these compositors, named Larkway, a character in the composing room as Greeley was in the editorial sanctum, was noted for being able to make something out of anything Mr. Greeley wrote. On one occasion two live young roosters of a new strain were sent to the editor as a present, but he complained that they ate up all his paste, and he gave them to the foreman of the composing-room to get rid of them. What follows Mr. Carruth tells thus:

"After they had been with us a couple of weeks, the boy one day left the ink-roller of the proof-press on the floor. One of the roosters walked over it and then across a piece of white paper. The foreman saw him and a great light burst in upon his mind which nearly stunned him. He slapped his leg with his hand hard enough to break it, and shut his jaws together like a vise to keep from breaking out in a volcano of laughter. He walked to his desk as if in a trance, keeping his eye on Larkway. Before he went home he spoke to the proof-reader and one or

two others, and they fractured their legs with their hands, and then they all went off to the hospital for the night.

"The next afternoon they were back at the office two hours before the usual time. The foreman caught one rooster and the proof-reader the other, and they took them over in the corner behind the imposing stones. They had previously sent the devil down to Mr. Greeley's room to get a dozen sheets of the paper he always wrote on. These they spread on the floor in the form of a square, carefully inked the feet of the fowls, and set them to fighting on the copy paper. They had just had a meal of cockroaches, and they went at each other savagely. Every two or three minutes the men would take them into the ring again. At the end of twenty minutes every sheet of the paper was covered with their tracks, and the foreman gathered up the pages, numbered them, and scrawled a head on the first one, 'The Plain Duty of Congress,' in imitation of Greeley's hand, marked the whole 'Brevier — Double Head,' and hung it on the copy-hook.

"Pretty soon the men began to drop in, but they had all heard the game that was up, and picked around the article. After awhile Larkway came lumbering along. He had just made a new pipe out of the biggest corn ever raised in Cayuga county and a particularly crooked pig's tail from Brattleboro, Vt., and seemed unsually pert. He started the conflagration in his pipe, put on his spectacles, and walked to the hook.

"Hey! You fellers still soldiering, ain't you?" he cried. "Still afraid of the old man's stuff, hey? Can't rastle with it, can you? Had to leave it for old Larkway, didn't you? Well, that is all right. I like it. You do me a favor when you leave it to me."

"He took it, walked over and slammed it down on his upper case, planted a handful of leads on the bottom of it and picked up his stick. Every man in the room held his sides and watched to see the old man flabber-gasted, but by the Goodness of Truth he began to set it.

"Yes, Larkway started to set it. At the end of the second line he began to look a little troubled, laid down his stick, and we thought our moment of victory was come: but he only growled a little, knocked the ashes out of his pipe, refilled it, lit it with one of the husks from the outside, picked up his stick and went on. You could have packed every one of i in a hat-box. The old cave-dwell worked on, and never looked up aga until he got almost to the bottom of tl last page. Here he stuck on the pla where the rooster had slapped down tl end of his wing, also inky. Lark studied over it for a long time, then l said to the foreman:

"'Darn if the best of us don't g hung up on a word once in a whil What's that down there?"

"'Don't ask me,' said the forema 'You know that I cannot read the stuf Go down and ask the old man himself

"Larkway shuffled out with a lon face, carrying his pipe in one hand an the copy in the other. He went into th chief's room and said in a low tone: 'M Greeley, I'm stuck. What is that word?

"Greeley snatched the sheet from h hand impatiently, studied for a momen and then squeaked in his highest voice

"'Unconstitutional, sir! Great Jeh shaphat, it seems to me sometimes as this office was full of pesky college grac uates, and after I have given the janit strict orders not to allow one of them i this building.'"

"I CAN, BUT I SHA'N'T."

"You work at Captain Keene's mill, believe?" said Squire Taylor, politely, t a strong, rugged young man whom h met at the fork of the roads, driving loaded team.

"Yes," grunted Clarence Thompso without the least inclination of the hea

"Well, then, if you are going directl to the mill, I wish you would take th bag and fill it with fine cornmeal for m I will drive past the mill and take it o my return from the station."

The youth took the bag, and as th gentleman started up his horse he turne back to say:

"Can't you set the bag out the door fo me, so that I shall not be obliged to leav my horse?"

"I can, but I sha'n't!" replied th young fellow, gruffly, ducking his hea awkwardly behind the load, as if expec ing some kind of a retort. But the ge tleman drove on in surprised silenc On his return to the mill, the obligin proprietor being absent, and the hire boy in charge, he was obliged to tie hi young horse and wait upon himself. Al

ough tempted to report the fellow's deness, he desisted, with the hope that ture attrition with the world might wear f the crabbed effects of pernicious home aining that led the boy to see an enemy n every one appearing to be "better off" han himself, and that he might learn politeness from observation.

A few days later, as Squire Taylor was in a neighboring large town, a wealthy manufacturer accosted him, saying:

"I am in want of a boy to take into my business, and if I can get hold of the right kind of a lad I will do well by him. He will have to work and to take considerable responsibility, so I am willing to pay him good wages from the start. I prefer a country boy. I was a country boy myself. Have you such a one in mind?"

"There is a strong, rugged fellow in my neighborhood, honest, I presume, with good habits, and bright and well educated enough to answer your turn, I have no doubt. I should think he would be very glad of the position, and I am always pleased to help a poor boy to get a foothold on the ladder of success. Once on the ladder it is easy to go up."

The manufacturer's eyes kindled. "I am glad to get a trace of some one who will come well recommended," he said. "It takes away a certain anxiety one naturally has in regard to a new clerk. Is he obliging, and has he some patience? For he will be near the door of the main entrance, and will have to answer a great many questions, as well as to give the porter a lift now and then."

"All the reply I can give to that is to relate a recent experience of my own with him." And he did so.

"He will not do," said the gentleman. "I have no time, or money, or nervous energy, to waste over any 'I-can-but-I-sha'n't' boys."

And Squire Taylor, laughing a little, went on to say: "There is an obliging, gentlemanly lad in the next town to me, who has always a smile and a bow, a pleasant word or a polite answer, and who does not mind an extra step as an act of accommodation. He told my wife the other day, as she was chatting with him while he was disposing some packages in the carriage, that he loved to work and to know how to do things—from washing the dishes and helping about the cooking for his mother, to learning all the details of business. There is no chance for him to rise in the place where he now is. I think he would be glad to change for the better."

"That is just such a boy as I am looking for. If you will give me his address, I will send him a line." * * * *

"Charlie Holden has gone in with Brooks Brothers, at Rockfield, to learn the business, but with first-rate wages from the start," said Clarence Thompson to one of his mates at the post-office a few evenings later. "He is the luckiest fellow I ever knew. He has never been in Rockfield in his life, and never saw the Brooks Brothers. How they came to hear of him is a great mystery."

Squire Taylor, who was taking his letters from the hand of the postmaster, turned about and said, pleasantly: "There are other boys who might be as mysteriously called to good positions if they were as careful to make the most of present opportunities as Charlie Holden has been. He is not an 'I-can-but-I-sha'n't' sort of a boy."

"Oh, he was the means of it," said Clarence. "I don't see why some one can't say a good word for me!"

IMPURITY IN THE SCHOOLS.

THE *Atlantic Monthly* has a thoughtful article on the Ethical Problem of the public schools, from which the following extract is taken. It deals with a subject which has received less attention than its importance demands:

"Impurity may not be a greater evil in public than in private schools; but there are certain conditions in the democratic commingling of children in the former which make it more than a possible evil. There can be little or no social distinction except that growing out of the location of the school buildings. There is the 'up town' and the 'down town' school; but if the pupil is admitted into the schools at all, there can be no law requiring him to be in one building rather than in another, except the regulation that arises from residence in a particular locality; and even this is not enforced in some cities and towns. The very idea of a public school makes any classification upon social and ethical grounds an impossibility. There are localities where this evil of impurity is nothing more than a potential danger; but there are very many others where it

is a real evil. On the part of teachers there is a growing intelligence concerning it, and a greater vigilance in guarding against it. Those who do realize its enormity, and meet it aright, have secured results that ought to encourage all others; but there should be a most stringent requirement in this matter in defining the teacher's duties. In some of the best Normal Schools the students have the plainest and clearest instruction upon this subject. They are told the habits for which they are to watch, and the best ways to meet the evil of impurity in whatever form it is present among children. But such preparation is far from universal. Not many years ago, a graduate of one of these schools said that the teacher who gave her class instruction on this subject asked its members how many of them had not known of at least the existence of a vile vocabulary of words among their schoolmates. All but two of the large class replied that during their early life in the public schools they had heard what they never could forget, though no words could express the longing they felt to blot it from their memories; and in looking back from their more mature standpoint, it seemed to them that the teachers must have felt no special duty in the matter. These were young women from the public schools of one of the older states. There is no doubt, however, that each year our pub-school teachers have an increasing sense of responsibility for purity in thought and word of the children under their care.

"The difficulties with which they have to contend are very great. The two or three children who, with an air of mystery, bring information in regard to forms of impurity, have great power for mischief, especially when they put a base interpretation upon things that are in themselves pure; and the quick imagination of a child, together with the fact that this information is not guarded as it would be if it came from an older and a wise person, makes it doubly dangerous. The testimony of one teacher, which has been repeated by many, is to the effect that the large majority of children in the public schools know, theoretically, as much about the forms of impurity at twelve and fourteen as they ever will. Thus the situation calls for teachers wise in heart and head, watchful in regard to this danger and skilful in meeting it; for the sense of disgrace that comes to many children from the mere acquisition of th information is a blow to that peculiar d licacy of feeling which exists with t highest morality. In many cases the i herent force of home training preserv the child from radical injury; but sor children never escape the wrong that done them, others are led into practic that seriously modify their usefulne while still others are ruined."

"CHIP OFF THE OLD BLOCK."

TRAINED BY ACTS MORE THAN COMMAND

IN a comic weekly the other day a pi ture of a well-known statesman w noted with this quaint household prove underneath, and one could not he smiling at the expressive, homely phras "A chip off the old block."

Nothing is more common than to he children spoken of thus when they ha simply taken on themselves the charact of the homes in which they are nurture They are involuntarily moulded by t influences which they have felt from the earliest hours. Many faults of mann and temper, for which we blame a sometimes punish them, have been r ceived unconsciously from us, and only see our own uncomfortable habi made flesh before our eyes in the inn cent practice of those who have been co stantly moulded by our example. It not so much what we say, but what really are, that impresses the childhood our homes.

Every act of ours constantly influenc these susceptible young spirits while are in their presence. Their faces a bodies do not bear more distinct marks our countenances and forms than the tempers do of our spirits. We bless the by our example more than we can ev do by our counsels. Mothers preach le than fathers, but they influence childr far more. We should be ourselves wh we would have them be. Children a shrewd, close observers, and every child i in a degree, a chip from the old block.

"Be quiet!" commanded a mother a little son who was playing outside t parlor door, where his mother was ente taining a visitor. The noise continue "Be quiet!" the mother said again, b still the noise continued. "I shall have punish you if you don't obey me," s said again, but without effect. "Ain

you afraid she'll whip you?" asked his companion, surprised at his boldness. "Oh, no," said the little fellow, who was a philosopher in his way. "She never whips until she hollers louder'n that."

When we see coarse, unkind, selfish, unmannerly children, we can but think that the influence of home has been unwholesome. There may have been correct counsels and severe punishment, but the daily habit and general temper of the home has not been what it should be.

It is not the storm, the deluge and electric discharge that has the genial effect of bringing forth vegetable life, although severe storms have their use. Neither is it the harsh command, the sharp, sudden retribution that follows wrong-doing, that has most to do in giving proper direction to youthful character, but the daily example of gentleness and courtesy, of firm, reasonable control of the rulers of the household.

Train your children so that it will signify a compliment to parent and child when every one remarks that he is a "chip off the old block!"

TEACHING ENGLISH.

THE importance of thorough instruction in English in our preparatory schools cannot be urged too strenuously. Visiting committees have more than once severely criticised the halting English of college students, as revealed in examination papers, and among the institutions which have fallen under the ban is the United States Military Academy at West Point. The report of the Board of Visitors to the Academy for the year 1894, while commending the work of the institution in many directions, laments the lack of facility of expression on the part of many of the cadets. This defect was conspicuous, and the visitors say it points unerringly to the need of much greater instruction in the use of the mother tongue. The Committee on Discipline and Instruction were "painfully impressed" by the English examination, and recommended that more time be given to this language and literature, only 210 hours being allotted to it during the four years' course. The Visiting Committee on Composition and Rhetoric of Harvard University indulged in the same line of criticism with respect to that institution in 1892, and again in 1894.

The responsibility for this regretable state of affairs rests partly upon the colleges and universities, and partly upon the preparatory schools. The West Point Visiting Board recommend a more stringent English entrance examination, and if all the universities would insist upon this the preparatory schools would give more attention to the subject. As long as it is assumed that the student has been well taught in English before he enters college, the preparatory schools will exploit foreign languages and the higher mathematics at the expense of English. The universities cannot be expected to instruct students in the fundamental principles of the mother tongue; but they can, and should, insist upon a searching examination in English when the student applies for admission.

Some of the authorities at Harvard are disposed to place the greater share of the responsibility for the poor showing of students in English and other studies upon the preparatory schools. Referring to the topic, Professor Goodwin, of Harvard, writes; "There is no conceivable justification for using the revenues of Harvard College or the time and strength of her instructors in the vain attempt to enlighten the Egyptian darkness in which no small portion of our undergraduates are sitting. The college must do something to redeem herself from disgrace, and to put the disgrace where it belongs." Of course, one must read between the lines of this quotation, as there are many academies in which English suffers no neglect.

If our secondary educational institutions fail to furnish a good English education, they do a grievous wrong to their pupils, whatever may be their accomplishment in other respects. We would not minimize the importance of knowing some language other than our own. Indeed, it has been said with great force that nobody can be thoroughly grounded in his native tongue unless he has some knowledge of a foreign one; but the first duty of the academies is to teach our youth how to use the language of Milton and Shakespeare with propriety, if not with elegance. That there is great need for better English instruction in all our schools is quite evident. The ordinary vernacular of the street shows that plainly enough, and the youth who can write a flawless English letter of any length is an exception. Our tongue does not come to

all of us in its purity like an inspiration. If we would learn its peculiarities and shun its pitfalls we must make it the study of a lifetime, and must lay a good foundation at an early age.—*Ledger.*

INFLUENCE OF WORK UPON CHARACTER.

THE influence of character upon work is everywhere manifest. We have no need to point out how energy, fidelity, strength of purpose, a sense of justice and honor, and loyalty to conscience, are plainly evident in painstaking, accurate and generally superior labor; or, on the other hand, how idle, ease-loving, self-indulgent habits, loose notions of right, selfishness, faithlessness and meanness may be traced in much of the unprofitable and inferior work of the world. So fully is this recognized that, when one person wishes to employ another to do any kind of work for him, his first inquiry will generally be as to his character.

It is less apparent, however, though equally true, that work in its turn is constantly influencing character, moulding and forming it according to its own nature and the methods adopted in doing it.

This is seldom made a matter of much thought, or an element in plans of action. The many ways of improving and elevating the character, that are suggested and urged, are rarely connected with the daily occupation. Yet all the time it is exerting a power over us that we know not of. We suppose our work to be something that we make, or do, or fashion according to our will, but in its turn it is as truly making and fashioning us, though it may be quite unconsciously to ourselves. Take for example, the simplest form of physical labor. Its effect upon the body of the laborer is inevitable. Rightly performed it promotes circulation of the blood, firmness of muscle, strength, activity, vigor, health. He who executes it has generally no such aims in view, and looks for no such results. He is working for his livelihood, for the means by which he is to support himself and his family; and when these are secured, he is satisfied. But, unconsciously and gradually, these other valuable possessions are being added to him, and their benefit is none the less that he fails to appreciate it. It is quite true that he may, by improper methods, forfeit some or all of the results. If his labor be too severe, or too protracted, c spasmodic and irregular, physical injur instead of benefit may ensue. None th less, however, is the power of promotin health and vigor inherent in work, and a intelligent performance can always dra it forth.

It has other influences still more ac vantageous. The consciousness of wor well done increases self-respect, stimulat the energies, elevates the aims, and exal the character of the worker. While he striving to accomplish some good in t world, reactive good is entering into t own life and being. While the builder faithfully endeavoring to erect an hon safe and substantial structure, he is al building up within himself as firm an e fice of energy, integrity, trustworthine While the conscientious physician to and studies that he may relieve the suff ings and restore the health of his patien his own knowledge and ability and sy pathy are continually increasing. Wh the lawyer honors his vocation by seek i to establish justice and further its ends. is himself becoming every day more eq table and honorable, and better able enforce the principles he espouses. with every rightful occupation. It h its just compensation to the industri c worker, in the shape of well-earn money; it has also its own peculiar s vice of welfare to the community; h beyond both of these, it exerts a reacti influence for good upon the life and ch acter of every faithful toiler. It has t power of developing every faculty of t mind, every fine moral quality. Energ courage, fortitude, patience, perseveranc calmness, disinterestedness, magnanimit fidelity, may all be unfolded, expande and strengthened through our daily ord nary labor.

That this is alas! often very far fro the practical outcome of human achieve ment does not affect the truth that such power resides in labor. We can wres evil out of many things which are good i themselves. We can work by unjus methods or for wholly selfish ends, an thus injure instead of benefiting our cha acters, or we can work in so lazy or car less or inefficient or erratic a manner as t cultivate nothing of value within us. Bu all such courses are alien to the real mea ing of labor, and will always hinder th free expression of its power for goo Whoever will simply do his best in th work that is laid out for him, resolute

aiming at real excellence, aud bending his energies to attain it in every rightful way, will reap its highest reward in the increasing development of power and ennobling of character. Dr. Orville Dewey, in alluding to its moral significance, says: "Labor, then, what is it, and what doth it mean? Its fervid brow, its toiling and, its weary step, what do they mean? * * * * Labor is a more beneficent ministration than man's ignorance comprehends, or his complainings will admit. It is not mere blind drudgery, even when its end is hidden from him. It is all a training, it is all a discipline, a development of energies, a nurse of virtues, a school of improvement. From the poor boy that gathers a few sticks for his mother's hearth to the strong man who fells the forest oak, every human toiler, with every weary step, and every urgent task, is obeying a wisdom far above his own wisdom, and is fulfilling a design far beyond his own design."

A FEW WORDS ABOUT EDUCATION.

AT no previous time in the history of this country has the discussion of educational questions been so serious a pre-occupation as it is at present. During the past quarter of a century we have become thoroughly awakened, not so much to the importance of education, which has never been questioned, as to the importance of establishing education upon the right foundation, and of conducting it in accordance with the most enlightened methods. So great a fermentation in so important a department of thought is, of course, a desirable thing, even if its blessings be not wholly unmixed. It is well occasionally to shake off our torpor, to get out of ruts, to avoid stagnation at almost any cost. But such a condition of intellectual unrest, such a determination to re-examine the old grounds of faith, is always fraught with the danger that we may, in our haste to make all things new, sweep away good with the bad, and discard some of the fundamental principles of the philosophy of a sound education.

Many zealous advocates of what they are pleased to call "the new education" are so thorough-going in their notions that the temperate onlooker is compelled to view their proposed policy somewhat askance. They would have us believe that the world has hitherto been all astray, that the educational wisdom of the ages is little better than foolishness, that we are upon the eve of a reform in our practice which is to be nothing less than revolutionary in its effect. These theorists complain, briefly, that education has in the past been made too much a matter of words; the remedy they offer is to make it in the future chiefly a matter of things. To bring about this radical change, it is proposed to displace, to a great extent, the sterile practices of literary, philological and historical study, by the productive practices with which physical science acquaints us; to substitute for the study of man in his social and political character the study of man in his character as a tool-making and tool-using animal, mainly intent upon material comfort and progress. The educational tendency here suggested is very marked at the present day, and the signs of the times in many ways force it upon our attention. It is a tendency more marked, perhaps, during recent years than ever before, and more marked, probably, in our own country than in any other. This is a fact easily to be accounted for. The development of physical science is the dominant intellectual characteristic of the age, and this development, with its countless implied possibilities of material amelioration, has diverted many eyes from those things of the spirit that are so essential to the higher welfare of mankind, fixing them instead upon the objects which their lower natures demand; it has, in a word, substituted ideals of comfort for ideals of virtue and of the full-statured life of the soul. And this diversion of attention from the higher to the lower aims of life, this substitution of lesser ideals for greater, of ignoble for noble purposes, has been nowhere else so nearly complete as in this country of unexampled material resources and unexampled material prosperity.

Matthew Arnold, in one of his essays on religious subjects, has a passage exactly descriptive of our too prevalent attitude toward the educational problem. This passage, with the necessary substitution of "the humanities," or some such phrase, for the word "religion" runs as follows:

"Undoubtedly there are times when a reaction sets in, when an interest in the processes of productive industry, in physical science and the practical arts, is called *an interest in things*, and an inter-

est in [the hnmanities] is called *an interest in words*. People really do seem to imagine that in seeing and learning how buttons are made, or *papier mache*, they shall find some new and untried vital resource; that our prospects from this sort of study have something peculiarly hopeful and animating about them; and that the positive and practical thing to do is to give up [the humanities] and turn to them."

Now a great many sincere and well-meaning people have been telling us of late that "the positive and practical thing to do" in education is to set aside such useless studies as "mere" history and literature, as "dead" languages and ancient civilizations; to restrict considerably the attention paid to most other kinds of "book" learning; and to devote the time thus reclaimed from waste to such scientific and even manual pursuits as are likely to have some direct bearing upon the every-day life of the men and women that our school-children are so soon to become.

Half-truths are more dangerous than downright errors, and the consequences of the sciolist theory of education just outlined are in many directions manifest. For one thing, there is the loud outcry, heard in many quarters, for the introduction of "manual training" into our common-school systems, not as an adjunct to intellectual training, which it may very properly become, but as a substitute for what is contemptuously styled the *Wortkram* (word-cram) of the old systems. One persistent advocate of this particular nostrum goes so far as to say that in the ideal school of his imagining "the highest text-books are tools, and how to use them most intelligently is the highest test of scholarship." In the field of higher education, the same spirit is illustrated by the immense expansion of the technological and scientific departments of our universities, at the expense, too often, of the humanities, and by the determined warfare that has been waged, during the past score of years, upon the classical and other branches of the older education.

In the development of the current popular opinion upon this all-important subject, we may distinguish two phases. To begin with, science, in the first flush of its great mid-century achievements, put forth the arrogant plea that it alone was deserving of serious consideration as an educational discipline. Mr. Spence famous tractate upon "Education seemed to give cogency to this plea, a for a time did duty as a sort of gospel the new dispensation. But the narro ness and inadequacy of that gospel came, after awhile, apparent even to t less reflective of minds, and a new d trine emerged to fit the altered educ tional attitude. That doctrine, whi has lately been urged with considerat eloquence, is, substantially, that all su jects are equally valuable as intellect disciplines, and that physics and biolog if pursued in the proper spirit, are potent to build up the full-statured as are history and literature and phil ophy. But there are now indicatic that a third phase of the discussion is hand, and that the question of relat educational values is about to receiv more searching examination than it ever had before. And, in this connecti it is indeed significant that the Presid for 1895 of the National Educatio Association, in preparing his inaugu address, should have felt that the ti was ripe to use such words as the lowing:

"If it be true that Spirit and Rea rule the Universe, then the highest most enduring knowledge is of the thi of the spirit. That subtle sense of beautiful and the sublime which acc panies spiritual insight, and is part o it is the highest achievement of wh humanity is capable. * * * * The study of nature is entitled to rec nition on grounds similar to those forward for the study of literature, of and of history. But among themsel these divisions of knowledge fall into order of excellence as educational m rial that is determined by their respec relations to the development of the flective reason. The application of test must inevitably lead us, while hor ing science and insisting upon its stu to place above it the study of history literature, of art, and of institutional lif

Contrasted with such an ideal as of well-ordered education, how poor all ideals that but proclaim the wat word of a narrow practicality. One the finest expressions ever given to nobler view is embodied in this pass from Newman's "Idea of a University

"That perfection of the intellect, whi is the result of education, and its *be ideal*, to be imparted to individuals

their respective measures, is the clear, calm, accurate vision and comprehension of all things as far as the finite mind can embrace them, each in its place, with its own characteristics upon it. It is almost prophetic from its knowledge of history; it is almost heart-searching from its knowledge of human nature; it has almost supernatural charity from its freedom from littleness and prejudice; it has almost the repose of faith, because nothing can startle it; it has almost the beauty and harmony of heavenly contemplation, so intimate is it with the eternal order of things and the music of the spheres."

Nor does this higher aim concern the advanced stages of educational work alone. It should be an inspiring force in the kindergarten no less than in the college; for the child, as well as the man, does not live by bread alone, unless, indeed, it be that "pan degli Angeli" whereof Dante tells us. "Those few," he says, "are blessed who sit at the board" where it is eaten. Let it be our task to make the few the many, and the largess such as knows no stint.—*Dial.*

TOO MANY INCOMPETENTS.

THE following is taken from a recent editorial in *The Outlook*, and is suggestive of the open door of opportunity for teachers: "Some one has well said that the tragedy of to-day is not the tragedy of the criminal, but of the incompetent; and not of the absolutely incompetent, but of the relatively incompetent. It is the tragedy of the man who has the best intentions and the best character and a fair equipment for his work, but who has not a thorough equipment, and who can not do the thing he starts to do in the best possible way.

"Society is crowded with half-equipped workers, with men and women who are honest and earnest, and not incapable, but who are not up to the level of the very best work. It is amazing, in view of the immense number of those who are seeking for positions, how few persons there are competent to fill any particular position. There is a host of thoroughly well-equipped people, but there seem to be, at the moment when they are needed, few perfectly equipped persons. When one has a piece of work to be done, it is easy to get it fairly well done, but it is difficult to get it thoroughly well done.

"If a board of trustees are looking for a president for a college, among the host of educated men it is amazing how very few names suggest themselves. In spite of the terrible need of work which weighs upon the masses of men, and in spite of the superior processes of education which are offered to the fortunate few, it remains true that society is filled with incapable or only partially trained people, and that when the thoroughly trained man or woman, perfectly fitted to do a specific thing in a superior way, is needed, a candle must be lighted and a long search begun. The great lesson to be read to boys and girls to day is the need of some kind of absolute competency, some kind of ultimate superiority."

WHAT THE PUBLIC EXPECTS.

IT is evident to any careful observer that the public schools are being tested today as never before. It is also evident that the test of thoroughness in book-knowledge is not the only test being applied. The higher idea of the province of the school to train boys and girls for real manhood and womanhood is being thought of by more people than formerly. When the people become satisfied that the public schools are to have nothing to do with the morals of the boys and girls, are not to be held responsible in this direction, then will begin the end of our American free school system.

The people are testing the schools more on this point now than on the point of scholarship. Is it true that the schools do not teach simple politeness? Are the products of the public schools rude, rowdyish, the boys unruly, the girls unladylike! Is it belittling the work of the teacher to expect that she give some attention to the manners of her pupils? Is it true that too little attention is given to the habits of life! Do the parents want their boys to use tobacco? Do they want them taught the injurious effects of this weed? Do they like to see the men teachers of our schools using tobacco? Does it advance the standing of the profession for teachers to use tobacco? Do the parents want their boys to use profane language? Will they be satisfied with mere formal teaching on this subject? Will they not expect the teachers to reach their boys and send them out in a measure free from such habits?

Do the parents and patrons expect their children to be taught the virtue and habit of speaking the truth? Will they expect their children to be taught the virtue and habit of absolute honesty? Will they expect their boys and girls to be taught the blessing of purity of speech, manner, and life? Will they expect their children taught in school the homely virtues of obedience, respect for their elders, respect for woman, honor of father and mother, industry, frugality, kindness to associates and to animals? Will they expect their children to be taught by their teachers, taught by example and pretext, to abstain from the use of intoxicating liquor, and to hate it? We do not believe there are very many communities where the great majority of the people do not have an idea that the schools are a failure unless they do accomplish these results. The measure of success of the teacher is character, influence, not examination credits.—*N. W. Journal of Education.*

CONTAGIOUS DISEASES.

THE dread of infection and of contagious disease is growing in the public mind, as laws are enacted in the interest of sanitation and health, and as those public officials who are entrusted with their enforcement direct attention to the dangers that threaten and risks that must be avoided. The question is asked, "What does the State Board of Health require of teachers, directors and pupils in case of the outbreak of a contagious disease?" The following, from their circular, is sent us by Dr. George G. Groff, of Bucknell University, who has for some years been an active member of the Board, and is chairman of the Committee on School Hygiene.

There is no longer any doubt that the contagious diseases of childhood are largely spread through the instrumentality of the schools. In cases of epidemics, it has been proven, time and time again, that if the schools are closed the epidemic dies out, or that mainly the children who attend the schools infected contract these diseases. Children who are suffering from consumption in a pronounced form should not be permitted to attend any school. In no case should either pupil or teacher spit upon the floor or into the hot-air registers.

All children should be vaccinated before being admitted to school. All pupils or teachers suffering from diphtheria, scarlet fever, small-pox, varioloid, measles, or contagious diseases of the eye or skin, ought to be excluded from school until pronounced cured and innocuous to other children. When any of the above diseases are in a family, all the children of that family should be excluded from school so long as danger of communicating the disease exists. Teachers should be required to report all cases of contagious diseases in their schools to the Health Officer or Burgess. When any of the above diseases are epidemic in a community, the schools ought to be closed until the disease subsides. The books which have been used by sick children will be infected and should be burnt. The following statement of periods of infectiousness, taken from Abel's School Hygiene, may be of value:

Small-pox, six weeks from the commencement of the disease, if every scab has fallen off; chicken-pox, three weeks from the commencement of the disease if every scab has fallen off; scarlet fever six weeks from the commencement of the disease, if the peeling has ceased and there is no sore nose; diphtheria, six weeks from the commencement of the disease, if sore throat and other signs of the disease have disappeared; measles three weeks from the commencement of the disease, if all rash and the cough have ceased; mumps, three weeks from the commencement of the disease, if the swelling has subsided; typhus, four weeks from the commencement of the disease if strength is re-established; typhoid six weeks from the commencement of the disease, if strength is re-established; whooping cough, six weeks from the commencement of the disease, if all cough has ceased. No quarantine is necessary in case of exposure to typhoid fever. Under judicious treatment the period of infectiousness may be considerably shortened, but no child suffering as above should be admitted to any school after a shorter period of absence, and should be provided with a medical certificate that he or she is not liable to communicate the disease.

Teachers or children who have been exposed to infection from any of the following diseases may safely be re-admitted to the school if they remain in good health (and have taken proper means for disinfection) after the following periods

ıtine: Diphtheria, twelve days; ver, fourteen days; small-pox, days; measles, eighteen days; ›ox, eighteen days; mumps, ur days; whooping cough, ıe days. Adults may be re- immediately if they disinfect hes and persons.

lowing rules, formulated by the rd of Health of Wisconsin, the ırd think, ought to prevail in :

:rson infected with any contagious ɔus disease, dangerous to public all be admitted into any public or ıool within the jurisdiction of this

›arent, guardian, tutor or other ıving charge or control of any hildren shall allow or permit any l or children to go from any build- ed with scarlet fever, diphtheria, mall-pox or other contagious or disease, dangerous to public › attend any public or private .hin the jurisdiction of this board.

›arent, guardian, tutor or other :hin the jurisdiction of this board ıarge or control of any child or hall allow or permit such child or :o go from any house or building with scarlet fever, diphtheria, mall-pox or other contagious or disease, to attend any public urch, or place of amusement, or to ıny public vehicle.

›erson within the jurisdiction of shall be allowed or permitted to ıy house or building infected with 'er, diphtheria, cholera, small-pox :ontagious diseases dangerous to c health, to attend any public urch or place of amusement, or to ıny public vehicle.

me Board makes the following ns to County Superintendents, l that the schools may be placed anitary condition:

:an and perfect all sources of water nd, where schools have no water their own, to furnish such.

ıe absence of a better system, to ıe windows and transoms, so that n can be had without causing .d that all schools introduce im- ·ntilating systems as soon as pos-

lace buildings in good repair, with rs, good roofs and underpinnings. ee that the grounds do not permit water, and to prepare gravel or lks to keep the children's feet out ıd.

able closets for each of the sexes to led with every school-house. They e situated so as to secure privacy, be kept in good repair and cleaned and disinfected at least twice a month.

6. The rooms should be so warmed as to maintain an even temperature, and all be kept comfortable; stoves and furniture should be safe and in good order.

7. Rooms should not be overcrowded; not less than 15 square feet of floor space and 215 cubic feet of air space should ever be allowed to each pupil.

8. Blackboards should not be placed between windows; the surface should be dead black, not glossy.

9. The light should, if possible, be admitted from the rear, or rear and left of the pupil—never from the front.

10. Desks and seats of different heights should be furnished to suit the size and age of pupils.

TALKS FROM THE OUTSIDE.

BY MRS. S. R. WINCHELL.

I BELIEVE that every teacher should have morning talks with pupils in the school-room, just as much as every mother should have evening talks with her children in the home. It brings pupil and teacher, mother and child, into close relations with each other, and forms the basis of a friendship that is of the greatest benefit.

Now what to do in a very brief time is quite a problem. Sometimes subjects are suggested by every-day occurrences, but if the talks are confined to such topics only, it frequently becomes unprofitable and uninteresting. These little talks should be one of the most profitable lessons of the day. Keep your eyes open when you read your educational journal, and you will be surprised to find how many useful subjects it contains. I do not believe much in "model lessons," but here is a suggestion for you to work out for yourselves.

"That which a gentleman ought to desire for his son, besides the fortune he leaves him, is: 1. Virtue; 2. Prudence; 3. Good manners; 4. Instruction."—*Locke.*

Ask some pupil, who can write or print well, to put this upon the blackboard where it can be seen from all parts of the room. Call the attention of the pupils to the written work. Ask them to read it silently, then call upon one pupil to read it, and afterwards have it read in concert. Find out if any one knows anything about the author. If you can talk about him intelligently and in an interesting way, do so; but if not, appoint some one

to find out as much about Locke as possible. One might give a little sketch of his life, another a list of his works.

Take up Virtue, Prudence, Good Manners and Instruction separately, giving out each subject the day before, that the pupils may be prepared to make most of the time. Vary the method by asking the whole room to look up the subject as a whole. At other times ask individuals, and again ask a pupil to look up and read all the definitions of the word, another to give his own idea of the meaning, or ask a pupil to write a short essay on the subject, or if the pupils are not far enough advanced for this, let him read some good selection on the subject. Ask if there are any proverbial expressions in connection with the subject. Ask for a quotation from the Bible, or from some well-known author. All of these suggestions can be applied to each subject.

The lesson on "Prudence" can be made to cultivate the observation. Ask as many of the pupils as possible in the limited time to give a good example of prudence that has come under his own observation. Do animals ever exhibit prudence? Give an example.

Suit the lesson on "Good Manners" to the needs of your school, so that it will have a personal meaning for every pupil. A week could be profitably spent on this subject, and then it would not be worn out.

Another could be spent on "Instruction." Doubtless before this you will have found out that children or young people have very little idea of accurate definition. The old-fashioned spelling and definition are too often left out, and nothing supplied in its place.

I desire to reiterate that these are only suggestions. Use the skeleton if you wish, but clothe it in your own ideas. If you spend time and thought on these exercises, your pupils will find them interesting, and tardy marks will decrease, for nearly every one will want to be there. Get your pupils to keep their ears and eyes open in their work and play and general reading, with reference to whatever subject is under discussion, and they will soon learn to observe, to retain and to apply illustrations from life as well as from books.

Learn to use your educational journal. Keep it on file in the school-room, and more than one when you can afford to take them, and teach your pupils to value the science of teaching. Also let the wh school learn both prose and poet They will enjoy doing this, and after is learned they will enjoy reciting singly and in concert.

Pupils ought to be taught somethi outside of text-books, and almost only opportunity to do this is in morning and the Friday afternoon ex cises. It is not necessary to give up whole of the afternoon, but devote last hour, if possible, to such work. T art of expression, the ability to addr an audience, to walk properly and wi out self-consciousness to and from a pl form, to be able to address the chairm of a meeting without awkwardness or e barrassment, are all things that can taught with comparatively little effort such exercises.

Let this afternoon be a rest from usual routine. Wear a pretty dress yo self. Make the school-room as festive possible, and the children will respon the influence and you will be surprised find that the Friday afternoons will h govern your school.—*Normal Instruc*

CONQUESTS OF SILENCE.

WASHINGTON never made a spee In the zenith of his fame he once tempted it, failed, and gave it up confu and abashed. In framing the Constitut of the United States the labor was alm wholly performed in committee of whole, of which George Washington w day after day, chairman, and he made two speeches during the convention, o very few words each, something like of Grant's speeches. The conventi however, acknowledged the master spi and historians affirm that had it not b for his personal popularity and the thi words of his first speech, pronouncing the best that could be united upon, constitution would have been rejected the people. Thomas Jefferson never m a speech. He couldn't do it.

Napoleon, whose executive ability almost without a parallel, said that difficulty was in finding men of de rather than words. When asked how maintained his influence over his superi in age and experience when command in-chief of an army in Italy, he said, " reserve." The greatness of a man is measured by the length of his speec and their number.—*Chicago Times.*

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, JANUARY, 1896.

The best of men that ever wore earth about him was a sufferer, a soft, meek, patient, humble, tranquil spirit; the first true gentleman that ever breathed.—*Decker.*

Ye may be a vestickin' in a tree, Jock; it will be growin' when ye're sleepin'.—*Scotch Farmer.*

E. C. SCHAEFFER. - - - - J. P. McCASKEY.

IN 1892 the city of Philadelphia appropriated $15,000 to the Board of Education for the purpose of starting a system of free public libraries. In 1893 the sum of $25,000 was appropriated, and a like sum in 1894 to the same work, and an additional sum of $5,000 toward the Free Library in the Public Building, which had been established by the Geo. S. Pepper bequest of $150,000. In 1895 councils appropriated $50,000 to the Board of Education for the system of libraries under its care, and $25,000 to the Free Library. The Act of June 7, 1895, authorizes the city to levy a tax not exceeding two mills on the dollar annually on all taxable property, such tax to be known as the library fund.

The libraries have attained a circulation worthy of mention. The branch housed in the Wagner Institute and the Free Library have each attained a circulation far exceeding the rate of 350,000 volumes a year, and the circulation of the nine libraries exceeds the rate of 1,200,000 volumes a year. This is exceeded by only two other cities, namely, Chicago with an appropriation of $125,000 and a circulation of 2,500,000; and Boston with an appropriation of $175,000 and a circulation of 1,900,000.

HALL CAINE attributes his success in literature, in part, to the fact that he has always been a great reader of the Bible. Robert Harborough Sherrard, in an interesting sketch of the author of "The Manxman," in *McClure's Magazine*, quotes him as saying: "I think that I know my Bible as few literary men know it. There is no book in the world like it, and the finest novels ever written fall far short in interest of the stories it tells. Whatever strong situations I have in my books are not of my creation, but are taken from the Bible. 'The Deemster' is the story of the prodigal son. 'The Bondman' is the story of Esau and Jacob, though in my version sympathy attaches to Esau. 'The Scapegoat' is the story of Eli and his sons, but with Samuel as a little girl. 'The Manxman' is the story of David and Uriah. My new book also comes out of the Bible, from a perfectly startling source." His theory is that a novel, a piece of imaginative writing, must end with a sense of justice, idea of a Divine Justice, must leave the impression that justice is inevitable.

IAN MACLAREN is the *nom de plume* over which a Scotch clergyman is writing some of the best things of the time. His "Beside the Bonnie Brier Bush," and other sketches of Scotch life and character, are among the truest and best things we know. If you would increase your list of people worth knowing, read anything, everything, he has written. If you want to give a gift to a friend who enjoys a story of the best sort, you cannot go wrong with these strong, good books.

EVANSVILLE, Indiana, according to the census of 1890, had a population of 50,756. Of these 15,466 were persons between 6 and 21 years of age; the total enrollment 5,885. In other words, only about one-third of the persons of school age were in actual attendance. A small number of the others may have been in private and parochial schools. But most of them are said to have been at work in factories. Will the school census of Pennsylvania reveal a like condition of things?

Supt. J. W. Layne says that for 25 years German has been an optional study in the schools of Evansville, that those who take this study take it in addition to the required studies, that more than one-third of the pupils of the schools study German, and that of these 30 per cent. are children of English-speaking parents. His argument in favor of teaching German has great weight. "German parents," he says, "naturally desire to have their children learn the language of the fatherland. If they can do this in the public schools, the parents are willing to send them to these; if not, they will send them to private and parochial schools where the German language is

used and where German habits of thought prevail, and where as a consequence the Americanizing process is much slower. The public schools are the great assimilating institutions of the United States. Into them come the children of all classes of society—the rich and the poor, the high and the low, the intelligent and the ignorant, the American and the German, the Frenchman, the Irishman, the Swede and the Italian—and they are expected to fit all these for the high duties of American citizenship. And this they do more or less thoroughly. It is impossible for children of foreign birth or of foreign parentage long to remain foreign in thought or sympathy, if they attend the public schools. They will become American in spite of home influences."

ANDREW CARNEGIE is said to have given $3,000,000 to libraries in this country and Great Britain. When he handed over to the city of Pittsburg the palatial edifice called The Library, he said it was a disgrace for a man to die rich in this age, and supplemented the remark by the gift of another million as endowment. Free concerts have been given to the schools of the city, the pupils being in charge of their teachers, on days previously specified by the authorities.

THE "honor roll" of Cambria county shows that 975 pupils were perfect in attendance, that is, they did not miss one day through the entire school term. Some have not missed a day for several years. Since the plan of publishing the "honor roll" was first adopted, the number of those having a record of perfect attendance has been doubled. The plan is worth trying in other counties.

IT is a busy age we live in. We do as much in a few weeks as our forefathers did in many. But in our hurry we often overlook the husbanding of our physical forces, hence so many valuable and useful men go down early in life. Gladstone is a splendid type of physical preservation, in spite of his eighty years and more of active life. It is surprising to many that he has retained his vigor so long. The laws of health, proper food and exercise, common sense habits of living, are often too little thought of, until it is too late. Gladstone has all his life observed certain wise habits of living. We can profit by his good example. The system of "Ralstonism" teaches physiology, but it teaches more. It is the outcome of nearly twenty-five years of careful investigation. Its theories are deduced from facts, not facts from theories. Any who desire to know of it—and it bears investigation—are referred for circular and other information to Warren S. Rehm, Lancaster, Pa.

THE Pennsylvania Institution for the Deaf and Dumb at Mount Airy, Philadelphia, began its seventy-sixth year of school work on September 15th. It is a free school, supported by the State, for the education of its deaf children. Applicants for admission must be six years of age, and not over twenty. Oral methods by which the deaf are taught to speak and to read from the lips are pursued. Separate intellectual and industrial departments with experienced instructors are maintained. Address Dr. A. L. E. Crouter, Superintendent, Institution for the Deaf, Mount Airy, Philadelphia, for full information.

THE New York Legislature passed a law requiring that after January 1, 1897 no person shall be employed or licensed to teach in the primary or grammar schools of any city authorized by law to employ a superintendent of schools, who has not had a successful experience in teaching of at least three years, or, in lieu thereof, has not completed a three years course in and graduated from a high school or academy having a course of study of not less than three years, or from some institution of equal or higher rank and who subsequently to such graduation has not graduated from a school or class for the professional training of teachers having a course of study not less than thirty-eight weeks. Boards of education are not prohibited from requiring additional qualifications, nor from accepting the diploma of any State Normal and Training School of the state of New York, or a state certificate obtained on examination. In this law the term "primary and grammar schools" includes all grades below the high school.

AT the National Educational Association it was said that a Commonwealth with one Normal School for the training of 20,000 teachers is missionary ground. A State Superintendent of one of the commonwealths declared that they tried to supply the defect by teachers' meeti

for the discussion of educational questions, and that his state could boast of four meetings at which 800 teachers were present. Allegheny, Luzerne and Lancaster counties in this state have recently held meetings as large as these during several days, both morning and afternoon; and other counties fall but little behind them.

THE Association of City and Borough Superintendents will hold their annual convention at Altoona, on Thursday and Friday, March 5th and 6th. The programme is in preparation, and is promised for the February number of *The Journal.*

THE Executive Committee of the National Educational Association had hoped to be able to announce a final decision regarding the place for the next meeting of the Association, to be held July 3–10, 1896 At a meeting held November 23d, Buffalo was selected, on condition that the usual rates and ticket limitations should be granted by the Trunk Line and Central Traffic Passenger Associations. The Central Traffic promptly voted to accept all the conditions named. The Trunk Line, because of certain pending proposals for re-organization, found that it could not properly pass upon or consider the request of the Executive Committee, previous to its meeting in January. In view of these circumstances and the general desire to hold the next meeting at some place in the East, the Committee, on December 14th, decided to delay final action as to the place of meeting until January 20th. This decision was influenced by the very general and positive assurances of the leading Trunk Lines that favorable action upon the application of the Committee would be reached at its January meeting.

THE Massachusetts Legislature of 1894, by "an act to establish additional State Normal Schools," approved June 6, directed the Board of Education to establish a state normal school in each of the following places: North Adams, Fitchburg and Lowell, and in such town in Barnstable county as the Board might select. The state now has in operation five regular normal schools and a normal art school. As soon as the new schools shall have been established, there will be ten state normal schools for a school population two-fifths as great as that of Pennsylvania. Candidates for admission are required to be graduates of a high school approved by the Board, or to have received an equivalent education. Each of the schools received from the state for its support an annual sum varying from $16,000 to $31,697. Because the faculties of these schools have not been able to achieve all that is expected of them, is not considered a reason for attacking them, or hampering them in their work, by cutting off the appropriations, but rather as a reason for rallying to their support, and providing them with more ample facilities. Pennsylvania will stand by and support her Normal Schools in the same wise and generous spirit.

A SUMMER school under the auspices of the University Extension movement, has for several years, been held in the building of the University of Pennsylvania. At a recent meeting, the fee for the exclusive ticket admitting to all lectures at the summer meeting of 1896, was reduced from fifteen to *five* dollars, good for any public school teacher in Pennsylvania, the tickets to be countersigned by the Superintendent of Public Instruction. This was made possible by a guarantee fund which liberal citizens of Philadelphia raised to cover any shortage in the income. Special facilities will be offered to those desiring to prepare for high school work under the new law. A visit to the Museums, Libraries, Public and Historical Buildings of our metropolis, will be of invaluable service to every teacher in the public schools who may be in attendance.

As if a man were author of his own thoughts any more than of his own existence! A man can but so live with the life given him, that this or that kind of thoughts shall call on him, and to this or that kind he shall not be at home.—*George Macdonald.*

FROM the treasurer of the State Teachers' Association, Prof. David S. Keck, we have the name of Miss May C. Ermentrout to be added to the list of members at the Mount Gretna meeting.

THE tenth annual meeting of the Pennsylvania Forestry Association was held in Philadelphia, December 9th. The various reports presented gave much interesting information regarding the efforts made to preserve the forests of the State from needless destruction. The General Sec-

retary, Dr. J. T. Rothrock, in his report said, "It may seem that little progress has been made, but there has been the same slow acceptance of rational forestry doctrines in other States. If we may accept the verdict of competent observers, it seems that Pennsylvania stands to-day well in the advance of the forestry movement. It is gratifying to note that in our neighboring States, New Jersey and Delaware, substantial gain has been made."

According to the census of 1890, the total foreign born population in the United States was 9,249,547. Of these 845,720 are credited to Pennsylvania. Among them are people from every quarter of the globe. Who can estimate the magnitude of the problem of assimilation our public schools must help to solve?

THE Indian is not always a poor Indian. Several of the tribes average far greater possessions than the average wealth of the whites of the country. The Chickasaw Indians have for each family of five $1,300 invested by Uncle Sam, and 4,650 acres of land; the Cherokees are also very wealthy, and some of the smaller tribes that have decreased in number are even better off. About 30,000 Indians are engaged in farming and stock raising. They are fairly successful, all things considered. The educated young Indians frequently show much ability. Indian families are small and always have been. Owing to this cause and to the constant warfare between tribes the Indian population of the entire country when discovered was small and probably decreasing.

PROF. R. H. HOLBROOK, who has been for a number of years Vice-President of the National Normal University at Lebanon, Ohio, has accepted a position in the State Normal School at Clarion, Pa., as head of the department of Mathematics, assuming his duties January 2, 1896.

PROFESSOR MAX MULLER, of Zurich University, states forcibly his favorable opinion of the higher education of women. He said lately to an interviewer in Oxford, England: "Formerly I was a bitter opponent to the higher education of women, but I am now converted and regard it as one of the great achievements of our age. It is an actual pleasure to see the young women at their studies. Young men work as little as possible, young women as much as possible; yes, most them even too much. Besides, the method of study is more systematic, an what they accomplish is, therefore, mor thorough. I wish the young men woulc reflect upon this, and learn from the young women *how to learn*."

NEW YORK is building a school-house the playground or "yard" of which will be on the roof. The playground will be protected by a parapet wall about four feet high and a galvanized wire netting, which will extend over the whole of the playground at a height of about fourteen feet. This netting will not interfere in the slightest with the admission of light and air, but will prevent the boys from throwing articles over and down upon the surrounding buildings and people below. The school building is to be o: fire-proof construction. It is probable that future school-houses in New York wil: be built on this plan, and thus a very large sum of money will be saved that woulc have been spent on real estate.

W. P. DICK, A. M., formerly Professor of Latin in the West Chester State Normal School, has accepted the presidency of Metzger College, Carlisle, Pa.

IN the recent opening address to the medical students of the University o Pennsylvania, Provost Harrison expresse: the conviction that the men who enter professional life will meet sharp competitior from well-educated men. He says: "Now in my position, as a servant, not only o the University as a whole, but of each department and school in the University there are, I confess, two or three matter: at the opening of this new year to which feel it my duty call to your attention The first of these is the great importance as it seems to me, that every one wh chooses for himself a professional caree should be a well-educated man. Th signs of the times all point to very rigi admission requirements in the early futu from all those who mark out for themslve such responsible positions. It is we that it is so. The simple question is, it right that a man should be allowed go into Medicine, or Law, or Dentistr or any other profession, without havin enjoyed a good secondary education— without being, in the first instance well-educated man, with a capacity think for himself, as well as a speci

technical training? Surely the professions demand a broader and deeper preparation than is now commonly accorded them. I believe that within a very few years the men who go out from the professional schools of our great Universities—the men with whom you will have to compete in life and in your profession—are going to be well-educated men; that both entrance and exit of the professional school will be much more carefully guarded in the future than they have been in the past, at this and at other Universities."

THE eighth annual lecture course of the West Chester State Normal School will be opened on January 10th by Hon. Theodore Roosevelt, of New York. He will be followed by Prof. Chas. A. Young, the Princeton astronomer; the Mozart Symphony Co. of New York; Wm. Hamilton Gibson, artist, author and naturalist, of New York; and Hon. Henry Hall, of Pittsburgh. These lecture courses are a great feature of the school life, and are largely attended by the citizens as well.

THE calendar for 1896 issued by the American Book Company, contains features of special value and interest, particularly to teachers. Among these are the lists of legal and other holidays in the several States; executive, judicial and legislative departments of the United States government; State and territorial statistics, including date of admission, area, and population of each State; educational statistics of States and Territories, giving the names of the Superintendents of Public Instruction of each State with latest school statistics; educational statistics of leading cities in the United States with names of superintendents and latest statistics of school population, attendance, etc.; educational institutions in the United States, an interesting table, compiled by the United States Bureau of Education, and the usual astronomical and chronological tables, etc. The calendar will be sent free to teachers and school officers on application to the American Book Company, New York, Cincinnati, or Chicago.

A LADY superintendent of schools in the West treats a live subject in this fashion: "The requirements of the country teacher are not numerous. She must be a primary, intermediate, grammar grade, high school teacher combined. She must be able to build fires, adjust fallen stove pipes, put in window panes, sweep, dust, split kindling, drive a horse, keep out of the neighborhood quarrels, know how, when and where to whip a bad boy, understand the school laws, raise money for libraries, keep all kinds of records, plant trees on Arbor Day, be of good moral character, and pass an examination in all the branches of modern education. For these accomplishments she receives $30 a month. Think of a girl getting that salary! Out of this she pays her board, buys her clothes, attends the summer school, buys educational papers and books, attends county conventions and furnishes slate pencils to the pupils. What is left she adds to her bank account, or starts a bank if she prefers. Unless something is done to reduce wages the school teachers will have a monopoly of the wealth of the country, and we shall find in our midst a labor organization which will menace our free institutions and enslave our tax-payers."

WOMEN may now vote at all school elections in Ohio, and may become members of Boards of Education. The laws relating to residence and registration of voters apply to women as to men. The names of women who are candidates may be placed upon a separate ballot, and a separate box must be provided for those voting for school officers.

To give is one thing; to give joyfully is quite another thing. Comparatively speaking, many give under more or less of protest, some only from a sense of duty, and very few joyfully. The giver whom God loves is he who gives most cheerfully, willingly, joyfully. But in most cases this kind of giving has to be learned, and learned by practice. At a dinner party in Baltimore many years ago, at which were present among the guests George Peabody and Johns Hopkins, some one inquired: "Which did you enjoy most, Mr. Peabody, making your money or giving it away?" "Well," answered Mr. Peabody, slowly, and Johns Hopkins was observed to be deeply interested in the answer, "I enjoyed making money. I think it is a great pleasure to make money. And when the idea was first suggested to me that I give money away, it did not please me at all. In fact, it distressed me. But I thought the matter over and concluded I'd try it on a small scale. So I built the first of the model

tenement houses in London. It was a hard pull. But after it was done, I went around among the poor people living in the rooms, so clean and comfortable, and I had quite a new feeling. I enjoyed it very much. So I gave some more, and the feeling increased. And now I can truly say that, much as I have enjoyed making money, I enjoy giving it away a great deal better."

AT the recent session of the New York Legislature there was a very determined effort made to introduce the whipping-post in that State for the benefit of wife-beaters. The vote in its favor was large. It was recommended also a few weeks since by the grand jury of Camden, New Jersey, in their presentment to the Court. It would seem that a healthy sentiment is growing against letting these brutal fellows do all the beating. On this subject the Camden jury said: "While we do not favor the whipping-post as a general means of punishment, yet in cases of wife-beating its use upon the culprits ,would no doubt, have a wholesome effect. Each sitting of the grand jury brings before it a number of victims of cruelty, who, by their pleadings for the wrong-doer, ask mercy of those sitting in judgment, as the husband is their only support. It has been found that in almost every instance the husbands, who during the session of the inquest live exemplary lives, immediately after its adjournment repeat wife-beating. A dose of the same medicine upon themselves would have a salutary effect."

THE "Multum in Parvo" Record is a model of convenience in the way of a register for books and supplies. It is the best form which the practical experience of the author, an expert in this direction, could devise, and it has the hearty approval of Secretaries of School Boards and others who have had occasion to keep these accounts or to refer to the same for facts and figures. If kept as designed, it will be of great value to any School Board, a single copy being enough for from ten to twenty years, or longer. Supt. Farquhar says of the *Record*: "It is the simplest, most complete and convenient book for the purpose of recording the essential facts with regard to the adoption and purchase of school books and supplies from year to year that I know of. I am positive there is nothing like it in the market. It is the result years of experience in looking after fr books in Bethlehem School District, an just meets the common needs of a School Districts. I have been using ar earlier edition for some time, and find it o much assistance to me in keeping track of our school books. The present edition is much improved. School districts will find a great deal of satisfaction in the results of keeping a systematic record such as this book offers, and School Boards will be saved from censure that sometimes follows because records are not clear and well arranged. Free text-books have been on the stage just about long enough to make the utility of such a book apparent." It contains five distinct sections namely: I. Classified branches in the Curriculum; II. Books Account; III Supplies Account; IV. Distribution Account; and V. Miscellaneous Addenda The price of the book is six dollars address orders or letters of inquiry to Charles B. Opp, Bethlehem, Pa.

MAKE geography interesting. Take children on imaginary trips and the study will become a pleasure. Try to make i something more than a dry list of names to be learned by rote. Take your little girl on imaginary voyages and journeys from one country to another. Tell her something of the manners and customs o the people and anything you can learn yourself about the lives of the children Describe to her how the Swiss boys herd their cattle under the shadows of the Alps, and the Esquimaux are made daring by being thrown into the icy water in their strange fur garments. Tell her of the stunted lives of the pit boys in the coal mines, and of the German girls who learn to use their five knitting-needles almost as soon as they can hold them. Books of travel will furnish you with many interesting incidents which you can turn to account. Geography will not be a wearisome task to her.—*Ladies' Home Journal.*

THE late Robert Louis Stevenson had a happy way of applying religion to life, and showing how it should work out in practice. Talking one day to the children of a school in Samoa about the parable of the talents in the New Testament, he told them that there are three they all possessed: Tongues, that they must use to be cheerful and make those happy who are round them. Faces, that they

must keep as bright as a new shilling, so that they may shine like lamps in their homes. Hands, that they must keep employed in useful work cheerfully done. And if they spent their lives in doing these things for the good of others, they might be told at the last, "Inasmuch as ye have done it unto one of the least of these, ye have done it unto Me."

BEFORE the war cotton was king. During the war powder was king. Since the war education has been king. Formerly the nations built palaces for their kings. Now they build palatial edifices for school purposes. Cities generally spend princely sums upon the high school. The city of Chester recently completed a Central Grammar School that rivals most edifices erected for high school purposes. In lighting, heating, ventilation and general comfort it surpasses anything ever dreamed of by the crowned heads of a hundred years ago. The first-floor rooms will be devoted to the exemplification of the best methods in elementary education. The several rooms will constitute a school of observation for those preparing to teach. The public is gradually waking up to the consciousness that there is a difference between knowledge and teaching power. The excellent arrangement of this building is due to the wisdom of Supt. Foster and his Board of Control.

THE women of New York have scored a victory in securing the passage of a new act regarding temperance teaching in the public schools. It is perhaps too early to predict the outcome of the struggle between those who favored the bill and those who are bitterly opposed to it. The State Superintendent, the Chancellor and Vice-Chancellor of the Board of Regents, the Presidents of Vassar and Columbia, the heads of the Normal Schools, the Boards of Education of New York and Brooklyn, were active in their opposition. But the women were in earnest and proved themselves irresistible, securing by their continued efforts the approval of the Governor for their favorite measnre. It requires the teaching of the subject for ten weeks during each school year. One educational journal says that all the opposition availed nothing against the plea of the politicians from the country districts that "it was time the party did something for the temperance vote." The State Association has appointed a committee of fifteen to secure the repeal of the act, and resolved to advise teachers and trustees while awaiting the result of the efforts for repeal to purchase no new text-books on physiology, or if such purchase should become necessary, to purchase those books only on which no royalty is paid for certain so-called "indorsements." Those who urged the passage of the new law are no doubt quite as honest in their purposes and as free from all taint of selfishness as those who denounce the bill as one "conceived in fanaticism and passed in hypocrisy."

SIXTY-SECOND REPORT.

THE sixty-second annual report of the Department of Public Instruction, as presented to Governor Hastings by State Superintendent Schaeffer, will be found in the present issue of *The Journal*. It is an important document presenting clearly and forcibly the points of special educational interest to which attention is called. We have for thirty years read carefully the proofs of successive annual reports for these columns, until these "annuals" no longer seem a year apart, though coming without fail into the first form of the January number.

They have always been good reading. Those of Dr. Nathan C. Schaeffer are characterized by practical common sense, clear-sighted view, and a firm and definite grasp upon the situation. They show the hand of the master with an easy grip upon the reins; they speak also the courteous presence of the master when counsel or advice may be sought or needed. A rare scholar, who has diligently improved a broad and most liberal course of training; a strong thinker, a forcible writer, a ready and able speaker, a very successful teacher of wide experience on many lines; an eminently capable executive and business man; always a student; an indefatigable toiler, prompt upon any call to duty and best content when hardest at work; a clear-eyed, generous Christian gentleman, one of the last men of our acquaintance to be deceived, misled, or imposed upon—we esteem the School System of Pennsylvania most fortunate in having such a man as its executive head. He is a worthy successor of the strongest and best men who have preceded him. We

say this, having known well, even intimately, four or five of the ablest men who have thus far held the high office of State Superintendent of Public Instruction. We say it also wholly without the knowledge of Dr. Schaeffer, who would doubtless object to such expression of personal opinion in these columns.

The vast proportions of our Pennsylvania system of public schools, not including Philadelphia, is seen from the following statistics: The number of districts is 2,443, an increase of 32; number of schools, 22,253, an increase of 700; number of pupils, 942,975, increase, 27,476; average attendance, 666,102, increase, 20,901; percentage of attendance, 84; average length of term, in months, 7.62, decrease, 2 days; number of male teachers, 8,476, increase, 149; number of female teachers, 14,517, decrease, 409; whole number of teachers, 22,993, decrease, 260; average salary of male teachers per month, $41.78, decrease, 3 cents; average salary of female teachers per month, $32.79, increase, 24 cents; cost of school supplies other than text books, $358,597.90, decrease, $200,640.52; teachers' wages, $7,206,252.88, increase, 211,230.32; fuel and contingencies, $3,912,-662.13, increase, $275,623.39; cost of text books, $768,891.50, decrease, $331,-285.84; purchasing, building and repairing houses, $3,182,749.40, increase, $348,-658.18; total expenditures, $15,429,-153.81, increase, $303,585.53; average number of mills on dollar for school purposes, 4.52, increase, .11; average number of mills on dollar for building purposes, 2.93, decrease, ¼ mill; amount of tax levied, $8,598,542.71, decrease, $78,939.96.

Including Philadelphia, the number of graded schools is 13,900; the number of superintendents, 134; number of pupils, 1,070,642; average number of pupils, 779,-463; teachers' wages, $9,304,329.59; total expenditures, $18,992,651.12; estimated value of school property, $46,617,109; state appropriations for school year ending June, 1894, $5,484,316.30.

Regarding the annual appropriations for public instruction, Dr. Schaeffer says that although the annual amount has reached the magnificent sum of five and a half million dollars, it does not cover one-third of the expenditures for public instruction. During the past year 6472 schools were open during ten months; 4007 during nine months, and 2855 during eight months. The remaining 12 014 schools were in session between six and eight months.

He emphasizes the grave necessity of teaching the science of government and of imbuing pupils with a sound knowledge of the theory and methods our constitution, and says: "Of the 845,720 foreign-born persons credited to Pennsylvania there are many whose children need the patriotic influence of our public schools, as well as instruction in the use of a language other than their mother tongue. Since English is the language of the courts, and of the other branches of government, its acquisition by the children of foreign parentage should be insisted on, for their own sake and for the sake of the nation."

The "seven essential things" to be insisted upon in every school room of Pennsylvania are stated to be:

1. The ordinary school virtues.
2. The English language, including the power to think and to express thought in both script and speech.
3. A taste for good reading and the power to use books aright.
4. A knowledge of business forms and the ability to perform the calculations required in barter and trade.
5. Sufficient knowledge of hygiene to observe the laws of health.
6. Enough geography and history to see the relation of good government to the welfare of the people.
7. And finally a willingness to make sacrifices in the cause of right and truth and in the interest of humanity at home and abroad.

Evening schools are growing in numbers and popularity; almost every city of any size or importance has established them, and they are accomplishing much good.

He expresses the hope that public-spirited citizens in school districts generally will, by word and deed, induce the Directors to take advantage of the powers granted by the act for the establishment of free public libraries. "No legislation was more needed, and none will result in greater good or elicit more gratitude from those who have learned to enjoy a good book."

He favors the extension of the High School system to rural districts, and says: "If Pennsylvania were to follow the example of Wisconsin in making a liberal appropriation in aid of all high schools maintaining a given standard, the greatest want in our system of public instruction would in no long time be supplied by the multiplication of high schools in

rural districts, and by the increased efficiency of the secondary instruction in cities and boroughs."

STATE ASSOCIATION OF SCHOOL DIRECTORS.

THE plan of forming a State organization of School Directors has been under discussion for several years. If delegates from the county associations now in existence were to meet in annual convention many reforms could be inaugurated, the wants of different sections of the State could be made known more fully, and unwise legislation could often be prevented. A law that will correct abuses in one community may do harm in a dozen others where the conditions are different. Arrangements have been made for the first State convention of Directors to assemble in the Supreme Court Room at Harrisburg, on Wednesday and Thursday, January 8th and 9th, 1896. The annexed letter from Mr. H. H. Quimby, of Mont Clare, Montgomery county, chairman of the committee of arrangements, will explain more fully the steps which have been taken to secure an attendance of delegates. Superintendents and other friends of education are, of course, cordially invited to attend the convention.

To School Directors and Superintendents: A State Convention of School Directors has been called to meet at Harrisburg, January 8th and 9th, 1896, to discuss questions of school management and to consider the proposition to form a permanent State Association of School Directors.

A number of County Associations have appointed delegates; a preliminary meeting of Superintendents and delegates has been held; and arrangements are in progress for the Convention, the success of which is assured.

It is earnestly desired that every county which has an organized asociation of School Directors shall be represented in the convention. If there are any associations that have not yet acted in the matter and will not meet again before January 8th, their Presidents are each hereby requested to appoint four delegates and with them attend the convention.

There is no means of ascertaining whether associations exist in certain counties except through application to their respective Superintendents. Inquiry on this point has been made of every County Superintendent in the State, and notice given of the projected convention. In several cases no reply has yet been received, and all Superintendents who have not yet done so are respectfully urged to write to the undersigned advising whether their counties have organized Directors' Associations, and whether they have appointed delegates to the convention. If so, kindly give names and addresses of delegates.

All school Superintendents throughout the State are cordially invited to attend and participate in the convention. Papers have been promised upon the following topics and discussion is invited:

"Free Transportation of Pupils to Consolidated Schools."

"Township High Schools."

"Standard Plans of School Houses."

"What Legislation is Needed for our Schools?"

"What should be the Basis of Distribution of the State Appropriation?"

Due notice of place and hour of meeting will be sent to every Superintendent and to every delegate whose address is reported.

H. H. QUIMBY,
Chmn. Com. Arrangements.

Mont Clare, Pa., Dec. 19. 1895.

THE GOOD WORK GOES ON.

"BEST OF ALL WAS THE ENTHUSIASM."

THE Memorial Committee is much gratified at the response from different parts of Pennsylvania. They have now sent to every County Institute for 1895, and to City Institutes, in the order in which they have been held, a full supply of matter presenting the Dr. Burrowes' Memorial to the teachers of the State. The necessary outlay for this has been from $350 to $400. This expense incurred, all of which is for matter in the best sense educational, will be returned in largely increased amount. At the same time the chief purpose of the Memorial has been accomplished in a very effective manner by making Dr. Burrowes and his great work known to teachers in the schools. The services of this remarkable man to our State exceed those of Horace Mann to the State of Massachusetts. The name of the latter is glorified the world over; that of Dr. Burrowes was hardly known to the teachers of this generation in his native State.

The outlay of the Committee in the direction of the thirteen State Normal Schools for a thirty-two page pamphlet, giving some account of Dr. Burrowes' relation to these schools, etc., more than five thousand copies of which have been distributed to them so that each student and teacher may be supplied; for the Dr.

Burrowes envelope with contents, and for suitable frames for the special portrait to be sent to each of the Normal Schools early in the new year, is about three hundred dollars. Not a dollar of this sum do we regard as unwisely expended. Every page of matter that has been distributed is strictly in line with the memorial work itself. We have assumed a grateful and patriotic spirit in the Normal Schools—a resolute purpose among students and teachers to honor Dr. Burrowes—and have, therefore, reckoned upon an average of twenty-five cents from every teacher and student, which will add from $1,000 to $1,200 to the fund. We trust these schools will come up gratefully and gloriously to the noble work of doing honor to Dr. Burrowes, and that we shall have the privilege of sending, on the basis of a life-size portrait for each twenty-five cents contributed, a portrait of the "Father of the Normal School System" to every teacher here employed and to every student in attendance. Generous support of the Dr. Burrowes' Memorial will be widely noted, and spoken of for many years to the honorable reputation of these schools.

The pamphlet above named is replete with interesting information in regard to the origin of the Normal School System. Special attention is called to the statement of facts and arguments on pages 3-6, showing why academies and colleges failed and always must fail in training an adequate corps of teachers for our public schools. It contains also much educational history not otherwise accessible to the average student. It must contribute to the moulding of sentiment in favor of the Normal Schools, and thus aid them in the contest that is threatened in the near future.

Among contributions received during the current month is one from Supt. Dewey of Newport Township, Luzerne County, for $7.50, an average of twenty-five cents and more from the teachers. He adds: "You have also received twenty-five cents from each of us in the contributions from the Luzerne County Institute." Our best thanks to Newport for this fifty-cent average!

Dr. Edward Brooks, City Superintendent of the schools of Philadelphia, who had full personal knowledge of Dr. Burrowes' relation to the Normal Schools, having been prominently connected with the Millersville Normal School in its early history and for many years the after, and who was also familiar with h relation to the public school system general, says in a recent letter enclosi ten dollars to the fund:

"Pennsylvania's greatest educat should have a monument bearing tes mony to what he wrote and did for t cause of popular educatioh which lay near his heart. When the friends of t cause were few he was brave and faithf and when men thought but little of t education of the people his great bra was full of ideas which we are now wor ing out in the schools of the State. In large sense the father of the Comm School System, and in the strictest sen the father of the Normal School Syste he deserves from the people of Pennsy vania a monument that shall tell to man generations the interesting story of h labors and achievements in the gre cause of general education."

Supt. Mackey, of Butler, writes, unde date of Dec. 20th, this welcome letter:

"It gives me pleasure to announce t you that our teachers, by unanimous vote appropriated the balance in the treasury c the Institute, something over fifty-tw dollars, to the Dr. Burrowes' Memori Fund; and feeling that that amount wa too small, they raised about fifty-one dol lars more by general collection. The col lection was made this morning, whe the attendance was smallest; otherwise i might have been larger. The enrollmen of teachers was 290, the amount contri buted to the Memorial is about $104 which is more than the twenty-five cent per capita asked for by your Memori Committee. If you need still more, th Butler borough teachers can stand anothe collection. Best of all was the *enthusiasm* It seemed really to rejoice the hearts c many of the teachers to know that Pen sylvania can claim a man who can b compared with Horace Mann himself a a friend of education, a man who coul sacrifice his private means for the publ good, though in public office."

We thank Supt. Mackey, Supt. M Cullough, and the teachers of Butler bo ough and Butler county. What a M morial this could be made, if the teache of the State at large were all of the sam generous temper! The grateful thank of the Memorial Committee to every ge erous soul that lends a hand to this goo work, alike honorable to the living an the dead.

THE PILGRIM FATHERS.

AMONG the noblest statues in America is that which stands at Plymouth, Massachusetts, looking out over the sea, from its elevated position, towards the land from which came the Pilgrims. On Saturday, December 21st, the two hundred and seventy-fifth anniversary of the landing of the Pilgrim Fathers was observed on this historic spot. Hon. George F. Hoar, the venerable Senator from Massachusetts, was fitly chosen as the orator of the day, and his address was a masterly effort.

His portrayal of the character of the Plymouth Puritan of the days of 1620 and of the spirit of the early Colonial days was that of one thoroughly at home in the subject. "How few of them there were!" he said, speaking of those who landed at Plymouth. "There were but forty-eight men who landed upon the Rock. But forty-one names are signed to the compact. Of the twenty men who survived the first winter, there are, according to Dr. Palfrey's estimate, not more than eleven—one less than the number of the Apostles—who are favorably known. The rest are either known unfavorably or only by name. Surely the parable of the mustard seed, than which, as Edward Everett said, 'the burning pen of inspiration, ranging heaven and earth for a similitude, can find nothing more appropriate or more expressive to which to liken the Kingdom of God,' is repeated again in these later times. 'Whereunto shall we liken it, or with what comparison shall we compare it?'"

In summing up the political and historical meaning of the landing, he said:

There landed on Plymouth Rock on the 21st day of December, 1620, a State, freeborn and full-grown, exercising all local, municipal, and national functions through the voice of the whole people, in simple democratic majesty; ready, as its bounds grew and its individual communities multiplied, for the mechanism of a perfect representative government; an independent Church, having a direct connection with Christ, as did the Church in the beginning, without human link or mediation; a people mild both in government and private conduct, tolerant, peaceful, affectionate, lovers of home, of kindred and friends, apt for social delights, fond of sound learning and the refinements of domestic life, without the greed of gain or the lust of conquest; but possessing a rare public spirit, and the high courage and aptness for command and for success which belong to the English race; made up of gentlemen and gentlewomen to whom refinement, education, learning and a noble behavior were necessities of their nature; accustomed to toil, privation and hardships; observing the operation of a written ballot, and of a public registration of deeds, and an equal distribution of inheritance among the children.

Speaking of the origin of the Pilgrims, he said in part:

The Pilgrims were Englishmen. Their children are, in the essentials of national character, Englishmen still. We have a great admixture of other races. But it is an admixture chiefly from those Northern races of which England herself was composed. In spite of past conflicts and present rivalry, England is the nation closest to us in affection and sympathy. The English language is ours. English literature is perhaps more familiar to the bulk of our people than to Englishmen themselves. The English Bible is still our standard of speech, our inspiration, our rule of faith and practice. We look to English authority in the administration of our system of law and equity. English aptness for command, habit of success, indomitable courage, unconquerable perseverance, have been, are, and are to remain the American quality. The men of other blood who come here acquire and are penetrated with the English, or perhaps without boasting or vanity we may say, the American spirit. The great bulk of our people are of English blood. But by the spirit, which has its own pedigree, its own ancestry, its own law of descent and of inheritance, we are English even more than by any tie of of physical kinship. It is of this pedigree of the spirit, governed by forces of which science has as yet given us no account, that we are taking account to-day. It is by virtue of its laws that John Winthrop counts George Washington among his posterity. James Otis transmits his quality to Charles Sumner. Emerson may well be reckoned the spiritual child of Bradford; Channing the spiritual child of John Robinson; and Miles Standish the progenitor of Grant. The great-hearted Hebrew prophet has many a descendant among the great-hearted Puritans. In this genealogy the men of Thermopylæ are no aliens to the men of Bunker Hill. When the boys who went out from a New England dwelling to meet death at Gettysburg or Antietam, with no motive but the love of country and the sense of duty, shall meet, where they are gone, the men who fought the liveloug day with Wellington or obeyed Nelson's immortal signal, they shall "Claim kindred there, and have the claim allowed."

A diversion was created here, due to the Senator's desire to keep pace with the latest development of our relations with the mother country:

What I have said just now was written more than ten days ago. Let it stand. It

is well that these two great nations should know something of each other that they don't get from their metropolitan press, whether in London or in New York. Each of them should know that if it enter into a quarrel with the other, it is to be a contest with that people on the face of the earth which is most like to itself. The quarrel will be maintained on both sides until Anglo-Saxon, until English, until American endurance is exhausted. For that reason, if for no other, such a conflict should never begin. This whole thing is very simple. We cannot permit any weak power on this continent to be despoiled of its territory, or to be crowded out of its right, by any strong power anywhere. England would not permit us to do that to Belgium or to Denmark. On the other hand, we have no title to interfere with the established boundaries of English territories, whether we like them or do not like them. All between those two limits is subject for discussion and arbitration; subject for that international arbitration which a delegation of English members of Parliament came to Boston a few years ago to impress upon us, saying that in their desire for its establishment they represented the opinions of a large majority of the English House of Commons. The settlement of pending differences upon these principles will be compelled by the business men and the religious sentiment of these two nations, influences always irresistible when they are united and when they are brought to bear upon large matters of national and international import. * *

If the hearts of other men fail them, we will still turn for inspiration to the rock where Alden landed, to the walls where Brewster preached, to the hill where Bradford lies buried. Let this day forevermore be devoted to filial affection. Let it be given to the utterance of children's love. The beautiful shadows of the Pilgrim Father and the Pilgrim Mother hover over us now. In that spiritual presence it cannot be that our hearts shall be cold or that our thoughts should be unworthy of our high lineage. Let every return of the Pilgrim anniversary witness a new consecration of his children to the Pilgrim's cause in the Pilgrim's spirit. If it shall be our fortune to enjoy the blessings of civilization, of order, of refinement, of happy homes, of wealth, of letters, of art, of the transcendent sweets of domestic life, of safety, of good fame, of honor, let us enjoy them, faithful to the God who has given them and to the ancestors whom He vouchsafed to make His instrument to win them. Not unto us, not unto us, but unto Him and to them be the praise. But if we are called on in His Providence to give up all these, let us remember that it is not for these things that human life on this earth is given. Let us still remember the Pilgrim's life, and the Pilgrim's lesson: Above all, Liberty! above all, Faith! above all, Duty!

PARENTS AND DIRECTORS.

THE following very full extract fro an able paper read by Mr. Thom R. Edwards, of the Shenandoah Scho Board, before the sixteenth annual co vention of the School Directors of Schu kill county, upon the "Educational R sponsibilities of Parent and Director und Existing Laws," will be suggestive many readers. The subject is one of vit importance, the duties involved bein widely and habitually disregarded.

Duty as Parents: It is our duty, as pa ents, to submit to all laws that are mad and to encourage teachers and school office by complying with all the requirements such laws. In our country, the will of th majority rules, and if measures are passe which prove obnoxious, the best way to ki them is to enforce them. As General Gra once said, "If you want to get rid of a ba law, enforce it."

We are in the van of progressive state and to retain our position we must b prompt to acquaint ourselves with new i novations, and adopt them if beneficial. I the friendly rivalry of states for the perfe tion of school systems, we must be alert a ready to grasp all opportunities for educ tional superiority, and just as ready to di card any ideas that have been proven unfit f the object intended. As parents, we shou begin to train the minds of our children soon as they are capable of receiving a retaining impressions. When we pla them in schools we should teach them love their teachers, their school and the country. We should instill in their hear that love of school and learning whi begets patriotism. Later we should e deavor to impress upon them the fact th under our glorious system of governme and education it is possible for the lowlie to mount to the pinnacle of fame. W should hold forth and encourage them wi the stories of the early struggles and fina cial successes of our historical character our soldiers, statesmen, authors, schola and inventors. We should give them understand that the brilliant record of o achievements in the arts and sciences stan unrivaled in the history of the world, a that it is possible, under our plan of int lectual progress, for them to share in glori to come.

Most of us send our children to scho with the secret hope that the future m resound with their deeds; that possibly future Washington, a Lincoln, a Grant an Edison, may lie hidden in the little fo that is now bending over a child's arit metic. This is the proper feeling of a pare and while he possesses it he should also i part to the child the hopes that he nurs for its future. In this manner the youth

made to understand the use and value of knowledge, and will naturally strive to gain such success that will entitle him to the emoluments that follow a good common school education. You and I can probably remember the oft-repeated expression of our school days, when struggling through what then seemed an intricate and unsolvable problem, that "we could not see what all this struggling is good for." Ah! my friends, that is the moment when some kind advisor should have hastened to our assistance with words of encouragement, and comfort, and cheer, some friend who would point out the object of all study, and subsequent knowledge. It is for this reason that I would emphasize the importance of explaining to our children the drift of all learning.

In this grand country, which we so fondly love, I would teach the child the patriotism that attaches to national successes; I would tell him how the United States stands head and shoulders above all nations in the march of improvements in the arts, sciences and inventions. I would tell him in the language of a paragraph that went the rounds of the papers some years ago:

"That Brother Jonathan commenced business in 1776 with thirteen States and 816,000 square miles of territory, which was occupied by three millions of civilized human beings. He has now, after a little more than 100 years of growth, a family of 70,000,000, who occupy 45 States and five Territories, which embrace over 3,000,000 square miles. He has 176,000 miles of railroad, or more than sufficient to girdle the earth seven times, worth $10,000,000,000. The value of his agricultural products is $3,000,000,000; his coal nearly $1,000,000,000 more, and his gold mines are capable of producing $80,000,000 a year. He has more than one thousand cotton factories, 20,000 daily newspapers, 14,660 weekly and 2640 monthly publications. He has, also, many other things too numerous to mention. These are the facts that we should bring to the knowledge of our children at the fireside. Let them be talked about, sung about and boasted about in our homes. Tell the children in their homes that the United States issues more newspapers in number and aggregate circulation, than all the rest of the world combined; that America outnumbers the press of Great Britain seven to one, and has nearly a dozen papers which print more copies every issue than does the renowned London *Times;* that we have more cattle and other live stock, that we are fourth in the list of sheep raising nations, having raised 4,500,000 last year, and that in food producing animals, our country leads the world.

Indeed, nature herself, by the physical features with which she has blessed our country, has marked it out as a broad field for development on the grandest scale. Tell our little boys and girls that we have the largest lakes, the longest rivers, the mightiest cataracts, the deepest caves, the broadest and most fertile prairies, and the richest gold, silver, iron, copper and coal mines on the globe. All such knowledge may be imparted to the child at home, and will serve to add zeal to his pursuit of knowledge, broaden his mind, and imbue him with a love and respect of country that will be our protection in coming ages. Endeavor to find out the bent of the child's inclinations. If he is of an artistic turn of mind, tell him of our artists who won fame abroad. If he displays mechanical genius, tell him the history of American railroads. If he is bold, determined, and has a commanding spirit, spur him on with the tales of the deeds of our military and naval heroes, Grant, Sheridan, Sherman, Porter, Farragut and others. If he admires great projects, tell him of the Atlantic cable and Cyrus Field. If his talent runs to electrical themes, post him on the successes of Morse, Edison, Bell and the fruits of their works, the telegraph, the telephone and the phonograph. Incalculable good can be done the child by such parental instruction, and the aid to the teacher in thus enlightening the minds of the children at home, cannot be estimated. You know, especially those who have been teachers, that it is a simple matter to recognize the child who has the benefits of home instruction; such children, all else being equal, are generally in the lead of their schoolmates.

Unfortunately, we have a large class of people in all communities who seem to think the school is a large kindergarten, where they may send their children for a certain portion of each day, while they are at liberty to attend to domestic duties. The idea of aiding and encouraging the teacher is foreign to their thoughts. They believe the teacher is appointed to relieve them of their parental and natural task of instructing their offspring. They unreservedly throw all the responsibility of the child's education on the patient teacher, who often utters a silent prayer that parents would assist them in their arduous work by training and directing the minds of children to study. There is another class of people who, I firmly believe, send their children to school simply because there are schools and that it is the fashion to do so. I doubt if such people, placed in a wilderness, would succeed in keeping in advance of the savage. It is this class of parents who never see the inside of school rooms; they never visit them, they hardly inquire of the child who its teacher is, and if informed would forget the name in a day. The only redeeming feature of their neglect and carelessness is, the implicit confidence they exhibit in believing that the public school is a good sort of a place in which to bring up children.

Duties as Directors—We should stimulate parents to visit the schools, and try to awaken in their nature an untiring interest in all school work. Make them understand that the teacher is working hand in hand

with them in the intellectual advancement of their children, and that they have the greatest interest in the results sought for.

The directors should be ready to advise and patient to explain to parents the object of all school laws. I think it is the duty of the director to do this, because, as a representative of the school system, it is his place to be fully conversant with all school laws and requirements, and in enlightening the parent in this respect, he makes easier the adjustment of the parental mind to new measures and conditions. I believe these meetings of directors to be one of the best means of enhancing the value of work in the different school districts which we represent. Our presence here is an emphatic acknowledgment of the interest we have in school work. There is nothing like the friction of opposite or similar minds to keep the mental machinery bright and in good condition. It is a healthy sign when directors meet together to make even trade on educational secrets and topics.

It is our duty to attend these meetings, and no director who has the welfare of the public schools at heart will absent himself. Of course, I speak of those who can attend without a too great sacrifice of private interest, for we have directors absent to-day whose zeal may be in excess of ours, but who are detained at home by unavoidable circumstances.

In defining the duties of directors under existing laws, a work opens up that cannot be exhausted. The duties are innumerable. When elected, he should attend the organization of the Board of Directors, and should mentally vow that he will be present at all its meetings during his term of office. When furnished with a copy of the school laws, which I understand are supplied in all districts, he should make them his study, master their details, and fully understand the object thereof, and should not rest content until this is done. The conscientious school director will not wait for an appointment on the Visiting Committes, but immediately on his advent in the Board will commence a thorough and systematic round of visits to all the school rooms in his district, ascertain where the defects are and where the requirements are met. He should study and compare the methods of different teachers in similar grades, and urge the Board to adopt those which seem best adapted to the end desired. He should encourage the teacher who lacks expected success, and commend the successful one. He should see that all the schools are provided with the neccessary adjuncts of a well-appointed school room, and that all aids offered by his district and State appropriation are taken advantage of.

He should see that all the teachers in whose appointment he has a voice are rigidly impartial. That they have their intellect so broadened by observation and thought that they are able to admire the mind as well as the body of the strugglin child who is placed under their contrc That they possess the quality of true ma: hood or womanhood which will enable the to treat with equal pains and consideratic the homely and attractive, the deformed ar well-formed, the obstinate and tractable ; f they should understand that in the schoc room, as in our country, all children a: equal and entitled to equal privileges ar favors. As the beginning gives a bias the whole after-life, we can see that the b ginnings of an education are of the utmo importance. Nature is to be studied ar followed, as education is an unbroken unit extending from early childhood to maturit We are training boys and girls for the worl and it is essential that we instruct then first, in good principles, good manners ar discretion ; second, in intelligence and i tellectual activity, and finally, in actu knowledge. We should appoint teache who would consider it criminal to punish scold a child for lack of understanding. I such cases, the teacher should redouble h efforts in the pupil's behalf, and if it po sesses a delicate and gentle nature, it shoul be treated with studied consideration. careful insight into the disposition of pupil will enable the conscientious teacher to a wisely in this respect. A teacher should t an example in person and conduct of wh he requires from his pupils. He shoul know how to impart instruction in such form as the child can grasp ; the concre should precede the abstract ; the simple t complex ; the nearer the remote, and th can be accomplished by leading, not drivin We are under the impression that our Sta *School Journal* is abreast of the times c educational topics. Indeed, I often find it new light on hitherto hidden subjects. think it would be well for us as Directors, thoroughly search each number of o *Journal* for information that may be of f ture use to us. We should not stop her I believe that every school district shou subscribe for at least one copy of the Scho Journal of every State that has such a pu lication, and thus keep posted on the doin of others, with the object of applying t good in them to ourselves.

Compulsory Law :—Let us turn for a m ment to the subject of Compulsory Law. have not the time, neither am I prepared discuss the merits of the law. I mere wish to give a few figures that will sh how similar measures work elsewhere, a I trust that all the benefits that have be derived from such laws in other States a countries, will fall to our lot. As a result the compulsory law enacted in Illino 20,000 children were taken off the streets the first year of its enforcement. In Er land, with compulsory education, the crease in five years was 680,000, or sixty cent. In Scotland, the increase for th was forty-five per cent. We are confron with a compulsory law in Pennsylvania.

behooves us to give this act all the encouragement that its promoters could desire. We must considerately give the founders of this law credit for sincere and honest motives, and as we are sworn to obey and enforce all laws pertaining to school matters, our duty is clear. In Pennsylvania, according to our last census, we had 146,138 persons over the age of ten years unable to read, and 228,014 unable to write. These figures are alarming, and when we reflect that this ignorant population under our franchise laws is a factor in our government, we cannot afford to ignore the negative influence it must wield, not only in our educational, but in all affairs of State. It is this class of people which cannot be reached by the ordinary inducements to intellectual advancement; and if the compulsory law shall succeed in wiping out this black mark of illiteracy from our State, it will have accomplished a glorious work, and future generations will bless the fore-sight that prompted the measure. In closing, I desire to state that the figures and facts which I quote are not imaginary, but are taken from standard authorities, and are as nearly correct as it is possible to make them.

OFFICIAL DEPARTMENT.

COLLEGE GRADUATES.

THE following State Teachers' Certificates have been issued to College graduates:

195. Harvey S. Houskeeper, South Bethlehem, Northampton county, graduate of Lehigh University, September 24.

196. Haman S. Staggers, Gump, Greene county, graduate of Waynesburg college, September 24.

197. W. S. Gruver, Easton, Northampton county, graduate of Lafayette college, October 2.

198. Geo. A. Miller, Allentown, Lehigh county, graduate of Muhlenberg college, October 4.

199. L. L. Hartman, Shintown, Clinton county, graduate of Allegheny college, October 15.

200. John A. Blair, Natrona, Westmoreland county, graduate of Grove City college, October 15.

201. Geo. A. Stauffer, Elizabethtown, Lehigh county, graduate of Ursinus college, October 16.

202. James E. Eisenhart, Corsica, Jefferson county, graduate of Grove City college, October 16.

203. Ida McKinney, Franklin, Venango county, graduate of Grove City college, October 21.

204. Addison C. Snyder, Glencoe, Somerset county, graduate of Franklin and Marshall college, October 21.

205. James Abner P. Hunsicker, Schwenkville, Montgomery county, graduate of Ursinus college, October 25.

206. Calvin D. Yost, Minersville, Schuylkill county, graduate of Ursinus college, November 6.

207. Lewis R. Harley, North Wales, Montgomery county, graduate of Illinois Wesleyan University, December 12.

208. Wilber M. Campbell, Hooker, Butler county, graduate of the University of Wooster, December 13.

209. John W. Orr, Green Garden, Beaver county, Muskingum college, December 13.

210. Orville R. Frantz, Scheidy, Lehigh county, graduate of Ursinus college, December 13.

211. Gyla McDowell, New Castle, Lawrence county, graduate of Grove City college, December 13.

212. P. E. Hovis, Pleasantville, Venango county, graduate of Grove City college, December 13.

213. M. C. McCollough, Butler, Butler county, graduate of Grove City college, December 13.

214. Cassius S. Day, Old Concord, Washington county, graduate of Waynesburg college, December 13.

ITEMS FROM REPORTS.

ADAMS—Supt. Thoman: The County Institute of this year proved to be one of the most successful yet held. The school exhibit aroused great curiosity among the people of the county, and was the means of bringing many patrons to the Institute who otherwise would not have come. A Teachers' Reading Circle was organized, with the following course of reading, White's School Management, Educational Foundations, Kirkpatrick's Inductive Psychology, and MacVickar's Principles of Education.

BLAIR — Supt. Wertz: The teachers of Blair, Freedom, Greenfield, and Newry have organized a joint institute. Its sessions have been well attended. District institutes are held in Logan, Tyrone and Woodbury townships. The Logan meetings are well attended and the exercises are of a very interesting and instructive nature. The directors of Blair township have repaired the school houses at Reservior and Rhodes, making them comfortable and attractive; the school houses in this township are now all in good condition. Flags were unfurled to the breeze at Maple Hollow, Allegheny township, E. Freedom, McKean, Freedom, Roger and Woodbury townships. Each flag-raising was attended with appropriate exercises.

BUCKS—Supt. Slotter: The new school house at Leidytown was dedicated on

Thanksgiving Day. The pupils took part in the exercises, which were appropriate both for the day and the occasion. The house was filled to overflowing with friends of the school. The building has but one room—neatly finished and furnished with new furniture and a set of new outline maps. Springfield built a new house which does credit to the district, but the grounds are too small. No improvement is apparent in the matter of ventilation and heating for these new buildings.

CAMBRIA—Supt. Leech: The County Institute was unquestionably the best we ever held in Cambria county. Four members of the School Board of Allegheny township have been summoned before the judge by order of the Court, to show cause why they should not be removed for not providing schools within reasonable distance of the patrons. The case comes up January 26th, for a hearing.

CARBON—Supt. Beisel: Lansford borough added three teachers to its last year's corps making the present number seventeen. Miss Maud Orwig, a Vassar College graduate, is assistant teacher in the High School. Lehighton has employed T. Lloyd, of Lansford, to teach vocal music in all the schools. Upper Towamensing has supplied all its schools with slate blackboards.

CHESTER—Supt. Walton: The Malvern public school library has increased during the last four years from ten to one hundred and sixty-five volumes. This increase has been accomplished in three ways: 1. Penny collections from the pupils; 2. By sale of old school books, which the Board turned into the fund; 3. By a book reception given by the pupils to their friends and the citizens of the town, each visitor having been invited to bring a book. A large number of books have been added to the Franklin School library in West Nantmeal. It is now probably the largest rural school library in the county.

CLARION—Supt. Beern: We are having local institutes every Friday evening and Saturday. Some leading teacher or the County Superintendent speaks at the evening session. Meetings are arranged by district committees. Two meetings are often held the same day in different parts of the county. November 29th and 30th a very satisfactory meeting was held at Greenville in Limestone township, and on the same date an institute was held at New Bethlehem. These meetings are growing in interest and in popular favor, and much good is resulting. I desire to compliment the Greenville, Tylersburg and Ashland people on the large audiences.

COLUMBIA—Supt. Johnson: A successful local institute was held at Mifflinville for the townships of Main, Mifflin, and Beaver. Interesting and practical papers were read by several of the teachers, Misses Aten, Meyer and Reinbold, and H. M. Grotz. Prof. E. K. Richardson, of Berwick, gave a good address in the forenoon on Civil Government, and in the afternoon spoke about happy and sad side of school life. F Wm. Noetling made an able and pract address on "The Education for the Peop The Superintendent talked for a short t on the subject, "Definite Plans Essenti Success."

FRANKLIN—Supt. Zumbro: The Cou Institute was a great success. The O House was crowded at every session, much interest manifested by teachers, rectors and patrons. Every teacher in county was present, and more than half directors. The instruction was of a h grade and will prove beneficial. The ject of reading was well presented by Byron W. King, of Pittsburg, and I sure that much good will follow in teaching of this highly important and m neglected branch. A very profitable L Institute was held Nov. 29 and 30, at I etteville; but owing to the death of a br er-in-law I was unable to be present. county has been divided into twelve l institute districts, and it is expected each will hold an institute. The cours study has been fairly inaugurated, already its good effects can be seen.

FULTON—Supt. Chestnut: The last years have wrought a great change in ne all our schools. The teachers in gen are working very hard, and it is tell The directors in general are taking m greater interest. This has been a yea deep thinking on school affairs. Br Creek has built a two-room house at Ak ville. It is fine and was badly nee Union built another fine one. The L Institutes are at work and doing for us v no other agency can do. Public flag-rais are frequent now.

HUNTINGDON—Supt. Rudy: The Cou Institute was a large and enthusiastic m ing. The large hall was well filled at e session, and the interest manifested by general public was never greater. T Local Institutes were held during month.

JUNIATA—Supt. Marshall: Our Cou Institute was the largest and most en siastic ever held in Juniata. All the te ers (110) were in attendance, and rend valuable service during the week to m the Institute a success. A teachers' ses was held each morning from 8.45 to The discussions were spirited and inte ing, and, I believe, profitable. Our c house was too small to accommodate audiences. The order and attention very good. Our instructors were Brumbaugh, Philips, Lyte, Noss, Ec and Supt. J. M. Berkey. No stronger c of instructors has ever appeared before Institute. The evening sessions were tertaining and profitable. Part of the v of Institute was the adoption of a cour study for the district and village schoo our county, and a course of study and r ing for our teachers.

LACKAWANNA—Supt. Taylor: Local Institutes were held at Dalton and at Jermyn. The Dalton meeting was attended by a majority of the teachers in Ransom, Newton, South Abington, Glenburn, La Plume, Dalton, West and North Abington, Benton, and Scott. Two sessions were held, morning and afternoon. Among the speakers were Principals E. D. Bovard of Jermyn, R. N. Davis of Archbald, N. A. Peck of Moscow, G. A. Gray of Clark's Summit, and Superintendent John E. Williams of Drumore. Much credit is due Principal F. L. Thompson, of Dalton, for arranging so excellent a programme. The Jermyn Institute was attended only by the Jermyn teachers. The programme consisted largely of actual teaching and criticism of the work. This county has recently lost two excellent school men, in the death of Charles E. Anderson, Secretary of the Benton Board, and John B. Daniels, President of the Taylor Board. Both were men of high character and earnest workers for public education. In them the children have lost two faithful friends.

LEBANON—Supt. Snoke: The County Institute was one of the most successful gatherings of the kind held for a number of years. Monday evening was given over to literary entertainment conducted by Hon. Henry Houck. The participants were all teachers, and the entertainment proved very popular. I am more than ever convinced that this is the proper kind of work for the first evening of a Teachers' Institute. The Directors' Association held a highly successful session on Tuesday. Five directors were appointed to attend the meeting of the State Directors' Association. Every district in the county was represented, and a deep interest in the work of directing the public schools was manifested. The teachers of the two Annvilles, Londonderry, two Cornwalls, W. and N. Lebanon, Jackson and Bethel districts, hold monthly meetings. History of Education, Literature, Psychology and School Management are made special studies. Much good is accomplished by the teachers in these gatherings. Klinefeltersville, Avon, and Cleona have flourishing lyceums. At a joint meeting of the first and second, recently held at Avon, over 300 spectators were present. Mr. Ralph K. Derr and Miss Lucy Spencer, two of our most active teachers, have resigned their positions. We are sorry to lose their services.

LAWRENCE—Supt. Watson: New school buildings have been erected in Shenango, Union, and Wayne districts. All of these buildings are neat and substantial structures, furnished with all the modern improvements. I have visited 114 rooms, and find an improvement over last term.

LUZERNE—Sept. Harrison: Pittston is making an addition to the Junction building. The new rooms in the Oregon building are among the most pleasant in the city. Exeter borough has purchased four organs and two sets of Johnson's encyclopedia, and have put into their schools the Smead-Wills system of heating and ventilating. This borough has made rapid progress in educational affairs.

MIFFLIN—Supt. Cooper: Our County Institute was a complete success. All our teachers were present. Our instructors did excellent work. The attendance all through was good. The Directors' Association met and discussed a variety of interesting topics. Five directors volunteered to attend the meeting of the State Association of Directors. I have visited 91 of our 124 schools. Lewistown high school held an entertainment in the opera house on Thanksgiving evening to raise funds for school purposes. The Doctor Burrowes Monument Fund was presented to our teachers, and one teacher of each school district appointed to solicit subscriptions.

MONROE—Supt. Zerfass: The County Institute was the principal event in the educational affairs of the month. The instruction during the entire week was of superior merit, the attendance of the teachers very good, the interest menifested by the public never greater. The corps of instructors consisted of Profs. Henry W. Elson, E. L. Kemp, Chas. H. Albert, I. D. Gresh, A. H. Hibshman, Drs. E. E. White, N. C. Schaeffer and Mrs. E. Lamb. For evening lecturers we had Col. Bain, Dr. White and Dr. Schaeffer, and for one evening's entertainment, the Arion Lady Quartette. A series of ten local institutes throughout the county has been announced for the winter.

MONTGOMERY—Supt. Hoffecker: The new high school building of Whitplain township, was formally dedicated November 20th, in the presence of a large audience. Addresses were made by Col. J. A. M. Passmore, Rev. Mr. Wehler, Hon. Jones Detwiler, Freas Styer, esq., and County Superintendent Hoffecker. The new building cost about $4000. The high school was first started several years ago and has gradually grown into favor. Popular opinion in the township is now strongly in favor of the high school. Cheltenham township had a gala day on November 23d. The George H. Heller school celebrated its one huudredth anniversary on that day. It is believed to be the oldest public school in Montgomery county. Addresses were made by Thomas Williams, esq., president of the School Board; Miss Carrie V. Speck, principal of the school; Prof. J. L. Shroy, Wm. G. Audenried, esq., B. R. Myers, Hon. Henry Houck, Supt. Hoffecker, and a lady teacher who taught in the old building fifty years ago. Public school sentiment is healthy in Cheltenham district.

NORTHAMPTON—Supt. Hoch: An interesting Local Institute was held at Bangor. There were present 80 teachers, a number of directors, and many others. Mrs. Lamb, principal of the Model School of the East

Stroudsburg Normal, was present and gave valuable assistance. I have noted improvements in the following districts: Bath put in steam heat; Williams furnished each room with the county map, and painted several houses; Upper and Lower Nazareth built a number of out-houses; Lehigh erected separate out houses in every district.

NORTHUMBERLAND—Supt. Ira Shipman: Teachers' reports show an increased enrolment and good average attendance of pupils; they also show that schools are poorly visited by parents and guardians. Delays in the shipping of supplies ordered have been the chief obstacles to progress during the present term. Arbor Day was appropriately observed in several districts, Turbot township taking the lead. More local institutes and teachers' meetings have been held this term than heretofore.

PERRY—Supt. Arnold: Our County Institute was held in November. Of the 191 teachers, 186 were enrolled. The instructors were Dr. Chas. C. Boyer, Prof. Chas. H. Albert, Supt. W. A. Beer, Prof. Wallace P. Dick, Prof. O. J. Morelock, and Miss A. E. Radford. Rev. F. G. Weidenhammer had charge of the music. Evening lectures were given by H. W. J. Ham, Judge Alfred Ellison, Hon. M. W. Howard, and an entertainment by the Franz Wilczek Concert Company. Many papers were presented and much work was done by our teachers. Addresses were made to the directors on Thursday—Directors' Day—by Supt. Beer, J. B. Lahr, esq., of Millerstown, Rev. F. T. Wheeler, of Bloomfield, and David Kistler of N. E. Madison. The following books were adopted for study and reading for the ensuing year: Putnam's Manual of Pedagogics, Howland's Practical Hints for Teachers, Shimmell's Pennsylvania Citizen, Scott's Lady of the Lake. Arrangements were made for holding seven local institutes during the year.

PIKE—Supt. Sawyer: The County Institute held at Milford was a success in every particular. Beside the home talent, instruction was given by Hon. Henry Houck, Profs. Geo. P. Bible, J. C. Paul, Chas. H. Albert, and Rev. Mr. Vannema. A fair percentage of teachers responded to the first roll call and were present throughout the entire week. Teachers were attentive and eager to obtain all that was to be had in the line of instruction. The evening sessions brought out the people in large numbers, so that the court house was too small to accommodate all who came. It was a great pleasure to note the interest manifested by the public in the teachers' convention.

SOMERSET—Supt. Berkey: The County Institute was held during the last week in November. Of the 295 teachers employed all but four were present and enrolled. The attendance of directors and other citizens was unusually large. The instructors were Drs. Schaeffer, Schmucker and De Motte, Profs. Tompkins, Meese, King and Gresh. Evening lectures were delivered by Dr. De Motte, Prof. Emmett, and Dr. Palmer. A musical programme was rendered by the Mozart Sextette of New York. By common consent this was the best institute ever held at Somerset.

VENANGO—Supt. Bigler: The County Institute was in many respects the best that has been held up to date. Our instructors were as follows: Dr. Yoder, Dr. Perrin, Hon. Henry Houck, Prof. Thomas, Prof. Carmichael, Miss McCloskey, and Mrs. Little. Our evenings were filled by Hon. J. C. Sibley, Franz Wilczek Concert Company, Prof. John B. De Motte, Hon. Henry Houck. The Directors' meeting was a great success. Many prominent professors, teachers, and directors spoke on topics of interest to the convention, and Deputy Supt. Houck made a speech which captured the convention. We arranged to have sixteen local institutes in the county.

WASHINGTON—Supt. Tombaugh: Our County Institute was the largest and most enthusiastic meeting we have ever held. Nearly all the teachers were present and the opera house was packed at each session. Burgettstown will dedicate a fine six-room brick school house December 6th. We expect to hold many Local Institutes during this term of school.

WAYNE—Supt. Kennedy: The Annual Institute was very successful. Only five teachers were absent, two on account of sickness. The instruction was very satisfactory. The instructors were: Dr. Schaeffer, Supt. R. M. McNeal, Miss Anna Buckbee, Byron W. King, and Prof. Geo. W. Twitmyer. The evening lectures and entertainments were by Dr. Schaeffer, Byron W. King and Wm. B. Green. All agree that this was one of our very best Institutes. A[illegible] but six of the schools are now in operation. Those visited thus far are nearly all doing good work, while good reports reach [illegible] from all sections. Honesdale has for two years past employed a special teacher [illegible] drawing and penmanship. The special law regarding outbuildings is generally obeyed.

YORK—Supt. Gardner: East Hopewell township increased the term to six and [illegible] half months. West Manchester erected a fine brick house at Bear's Station, where a new school has been organized. Manchester township enlarged the school-house [illegible] North York, and created a new school.

BETHLEHEM—Supt. Farquhar: Of the [illegible] pupils attending the public schools of Bethlehem, 493, or nearly 45½ per cent., [illegible] read in the Fourth reader; 519, or nearly 5[illegible] per cent., study geography with the aid [illegible] books. In the first, second and third years the teacher must be the storehouse of g[illegible] graphical facts for the children. 519 st[illegible] spelling from a book. They learn to s[illegible] a great many words they never think [illegible] using. We teachers can do the same. [illegible] far the larger portion of the first year sch[illegible] ars know how to hold a reader in th[illegible]

hands and follow the line while they read their little sentences, which they understand as well as you and I, and they are proud of their accomplishment. This is the end of the third month only.

BRADFORD—Supt. Miller: A most successful City Institute was held during Thanksgiving week. Supt. Fox Holden of Olean, Supt. T. S. Bell of Salamanca, and Prof. Chas. A. Black of Towanda, addressed the teachers. All the city teachers attended the meetings and also a large number of the country teachers.

CHESTER—Supt. Foster: Another room was opened in the new Larkin Building during the month, making the number of pupils now occupying the building 475, with 15 teachers.

DANVILLE—Supt. Houser: A new Standard Dictionary has been secured for the high school; also an International for the 4th ward. An additional supply of wall maps has been purchased for the rooms in which history is taught; they are also used to a certain extent where the pulp maps are not made by teacher and pupils. One of the Gibbs' Armillary spheres is now in each ward. Three new teachers' desks have also been provided. The directors are beginning to visit the schools. This is gratifying not only to teachers but also to patrons, who for the time being have placed their own rights and the welfare of their children in the directors' hands. During the past month visits were made by J. D. Howery, J. H. Montague, W. E. Lunger and Dr. E. A. Curry. All the directors are subscribers to *The Pennsylvania School Journal*. The teachers without exception nobly responded to the Burrowes Memorial Committee in its call for aid. They are not willing that the resting-place of our pedagogical hero shall longer remain unmarked by a memorial stone.

HAZLE TOWNSHIP (*Luzerne Co.*)—Supt. Kulhall: Night schools were opened in nearly all of the districts throughout the township with the usual experience—a fluctuating attendance in many of the schools for a few weeks, and then a collapse for lack of attendance. It does seem as if there were a need of some improvement or reform in this matter. Every year our directors are hampered with petitions from many districts to open night schools, and each succeeding year it is the same old story. These schools fall through for want of attendance every time. Now it seems to me that in places where they have shown their inability to maintain a night school for any reasonable time, year after year, school directors should not be required again to open such schools. By opening a night school for a few weeks, the township is put to almost as much expense in the way of furnishing books, lamps, etc., as if they were to keep open three or four months.

LEBANON—Supt. Boger: A noticeable feature of our County Institute was the very considerable and regular presence of the clergy of the city at most of the sessions. One of these gentlemen pronounced Dr. Arnold Tompkins' lectures "good enough for sermons."

MAHANOY CITY — Supt. Miller: Our schools are somewhat smaller this year than last, on account of the enforcement of the rule of the Board requiring vaccination.

MIDDLETOWN—Supt. Weber: Our schools, under the direction of the teachers, are taking the necessary steps to have a life-size portrait of Dr. Burrowes occupy a conspicuous place in each and every school in the borough. By doing this we give the "widow's mite" towards the worthy project of erecting a suitable memorial over his last resting place, while at the same time there will be placed before the pupils of Middletown the portrait of a man whom to look upon will be a privilege. There will be inspiration exerted by his mute presence, when his noble self-sacrificing work for the schools of the Keystone State is known and considered.

NEWPORT TWP., (*Luzerne Co.*)—Supt. Dewey: Four new rooms will be ready for use the first week in December. Teachers are reading *The School Journal* with much pleasure and profit.

POTTSTOWN—Supt. Rupert: Our Board has recently purchased six beautiful and substantial mineral cases, 8 ft.x4 ft., for our museum. These cases are filled with minerals and ores which are used in connection with the regular work in geography.

SHARON—Supt. Canon: Appropriate Thanksgiving services were held in all of our schools; and the pupils of each school brought donations for our worthy poor. Both the parents and children were very much interested in so worthy a cause, and the contributions far surpassed our most sanguine expectations. The committee on distribution, appointed by our worthy President, made proper division of these provisions and found a sufficient quantity to supply one hundred and five different families. The lessons taught by these little acts of charity will long be remembered by the children. Four evening schools were opened during the month, and they are well attended by our boys.

TYRONE—Supt. Kauffman: The number of schools in our borough is twenty-eight the total enrollment is 1267. The new building situated on Park Avenue and 8th street, contains four rooms with all modern improvements, is furnished throughout with single desks of sawed and quartered oak, and is heated and ventilated by the Smead-Wills system. A full four years' course of study was adopted by the Board, and is now in successful operation. The course includes four years in Latin and two in Greek. Music is a regular part of the course and will be taught in all grades of our schools at the opening of the winter term, January 6th, 1896.

KILLARNEY.

M. W. BALFE'S LAST SONG.

Moderato.

1. By Kil-lar - ney's lakes and fells, Em'-rald isles and wind-ing bays, Mountain paths and
2. In - nis- fal - len's ruin - ed shrine May suggest a pass- ing sigh; But man's faith can
3. No place else can charm the eye With such bright and va - ried tints, Ev' - ry rock that
4. Mu - sic there for e - cho dwells, Makes each sound a har - mo - ny; Ma - ny-voiced the

woodland dells, Mem -'ry ev - er fond - ly strays, Boun-teous na-ture loves all lands,
ne'er de - cline Such God's wond - ers float - ing by; Cas - tle Lough and Glena bay;
you pass by, Ver - dure broid - ers or besprints, Vir - gin there the green grass grows,
cho - rus swells, 'Till it faints in ec - sta - sy. With the charmful tints be - low,

Beau - ty wan - ders ev - 'ry - where, Foot-prints leaves on ma - ny strands,
Moun - tains Tore and Ea - gle's Nest; Still at Mu - cross you must pray
Ev - 'ry morn springs na - tal day, Bright-hued ber - ries daff the snows,
Seems the heav'n a - bove to vie, All rich col - ors that we know,

rall. *dim.* *pp* *a tempo.*

But her home is sure - ly there! An - gels fold their wings and rest, In that E - den
Tho' the monks are now at rest. An - gels won - der not that man There would fain pro-
Smil - ing win - ter's frown a - way. An - gels oft - en pausing there, Doubt if E - den
Tinge the cloud-wreaths in that sky. Wings of an - gels so might shine, Glancing back soft

cres. *f*

of the West, Beau - ty's home, Kil - lar - - ney, Ev - er fair Kil - lar - ney.
long life's span, Beau - ty's home, Kil - lar - - ney, Ev - er fair Kil - lar - ney.
were more fair, Beau - ty's home, Kil - lar - - ney, Ev - er fair Kil - lar - ney.
light di - vine, Beau - ty's home, Kil - lar - - ney, Ev - er fair Kil - lar - ney.

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STATE ASSOCIATION OF SCHOOL DIRECTORS.

PROCEEDINGS OF FIRST ANNUAL CONVENTION.

IN accordance with the call, a copy of which appeared in the last number of *The Journal*, the State Association of School Directors assembled in the Supreme Court room in Harrisburg at 2 p. m., Wednesday, January 8th. Mr. H. H. QUIMBY, of Montgomery county, as presiding officer. After some preliminary remarks, Mr. Quimby nominated Mr. ISAAC A. CLEAVER, of Chester county, as permanent chairman, who was unanimously elected. Mr. Cleaver, upon taking his seat, made the following brief inaugural address:

"I certainly appreciate this honor. I have thought much over this State Convention and its possibilities within the past few weeks, and I am convinced that at the very outset it needs to be guided and managed with the wisest judgment, with the wisest discretion and with the most prudent care. I must look to you, the other members of this Association, to exercise the wisdom which you possess, rather than to look to myself; and now in accepting a responsible position such as this, I am sure that I am making no mistake when I say that I can rely upon your aid and co-operation in endeavoring to make this Association, at the very start, a success. If we are to establish a State Directors' Association that will be successful and that will deserve a long life, it must be founded upon a broad platform, and that platform, or at least its chief plank, must be the best interest of the public school system throughout our entire State without regard to our own particular section. Now, in order to do this, let us remember that there are other sections beside our own, and that they are justly entitled to the same consideration that our section claims. With your permission I will not take this as a personal honor, but as an honor to the section of the State which I represent, and will endeavor to do the very best I can in this position of responsibility."

Mr. Roland Thompson, of Mifflin county, was, on motion, elected secretary of the convention.

The roll of delegates prepared by Mr. Quimby, based upon the replies he had received to his letters to the various county organizations, and others, requesting the appointment of delegates, was called and corrected by the insertion of the names of such delegates as were present but not yet enrolled.

It was moved and seconded that all County Superintendents and other educators be admitted to the privileges of this Association, but without the privilege of voting.

The final programme of the two days sessions, as prepared by Mr. Quimby and the committee called to his aid, was adopted, and the work of the meeting proceeded in accordance therewith.

In the absence, because of illness, of

Governor Hastings, who had been requested to deliver the address of welcome, this duty devolved upon Supt. L. O. FOOSE of Harrisburg, who spoke as follows:

Mr. President and Ladies and Gentlemen of the Convention of Directors of the Public Schools of Pennsylvania: I have looked forward to this Convention with a great deal of pleasure. This morning I was notified that the Governor could not be present, and I am requested by the State Superintendent to take his place. I come to say a few words in his absence.

I extend to you a hearty welcome to the City of Harrisburg, and trust that you will find yourselves at home here. It is the headquarters of the educational, legal, and all other authorities of the State. I extend to you the pleasures and opportunities which this capital can afford. There are many points of interest about the Departments, and about the city, and I trust that you will look into these places. The State Superintendent requested me to say that his Department is open all day and part of the evening, and you will be cordially welcomed to it. In behalf of the Directors of the City of Harrisburg, I welcome you. The latchstring is out, and anything we can do for you to make it pleasant we will gladly do.

This Convention is something of a new departure in the educational line in Pennsylvania, where we have the reputation of moving slowly but I trust surely; and whilst it is a new departure I am glad to see that it is not weak in this line. It is not an easy matter to awaken an interest in the schools of a State so large as this, and I doubt not that you are all gratified at the success of this meeting. I want to congratulate you as Directors on the interest which impelled you on this occasion to come up here to discuss matters of importance to the schools. Pennsylvania in her educational work is really only awakening to the situation. Around her have been States that have made greater progress in the work than this State, and an evolution is going on here in Pennsylvania. For this you as a body are to be congratulated, because whilst this is a firm and solid old State, it yet remains, in large measure, to be made what it ought to be. It ought to be as strong and as high educationally as any State in the Union, and this I trust it will be before many years. As a body of men there is perhaps none in the State which represents so important a cause as yourselves. There is no class of public servants which perhaps receives so little notice or attention on the part of the general public as the Directors of the schools of this State. Their work is quiet, but it is efficient. It seems to be a work of thanklessness, in which their reward is in the future.

There is, I think, room for an organization such as you propose making in this State. Such an organization means influence. It adds dignity to the cause it repre sents and to those who represent the cause It presents before the State as a whole im portant truths, important facts, importan influence, in a line in which they are fol lowed and only can be followed, to the fulles extent, by an organization. They represen the interest of the State according to th law, and it seems to me that the Stat through them ought to speak on educational subjects in no uncertain tones. I can readily see that your work will be important upon this line. You all know the old saying, "As is the teacher so is the school;" but I think we can improve upon that and say, "As is the Director so is the school." Our schools are largely what we make them, and we as Directors, as Superintendents, as citizens, as those who control educational matters, feel that what we might have done is where we have failed. This organization will add force to the educational sentiment in certain parts of the State. I can see many ways in which an organization can be helpful in the State in the matter of public school buildings, ventilation, light, sanitation, etc. If we can do anything to elevate the standard of education in the State, to reach down and help the boys or girls along the way, we have done much, and yet we have not done more than our duty.

I hope that your Convention will be a profitable one. I shall not attempt to trespass longer upon your time. I thank you for the unexpected and undeserved honor of saying these few words to you on this occasion, and renew my welcome to all present.

The response was made by Mr. H. H. HUBBERT, of Philadelphia:

Mr. Chairman, Ladies and Gentlemen: We have listened with attention and with much pleasure to the words of Supt. Foose. In his address of welcome he offered us so much here that I think we will be justified in appropriating everything in Harrisburg, including the State Treasury—for if there is anything that School Directors need it is money. We have heard the warm welcome of the Superintendent of Harrisburg to the delegates assembled in this, the first State convention of Directors ever held in Pennsylvania, having for its sole object the improvement of the laws. That is to be the primary object in our deliberations during our convention. No one at all familiar with the complications of our school law will dispute the fact that this is needed; and all who are interested officially and otherwise in our public schools will hear of these efforts with great hope for the future. Our system of school laws has grown very largely out of public necessity, and has sprung, in most cases, from what may be regarded as local needs rather than from the general principle of the common good. Because of this, we have a code of laws in many respects special rather than general in their application, and this should not be so

in a great State like Pennsylvania. As officials connected with the management of the schools, we have all seen how much more efficiently they could be conducted if the Legislature were more liberal in its views. The time for improvement seems to be at hand. I believe the Commonwealth of Pennsylvania appropriates a larger sum of money to the cause of general education than any of her sister States. This has served to invigorate the school authorities everywhere in the State, impelling them to make rapid strides in the direction in which effort would benefit and uplift the schools. It is the duty of the State also to hold front rank in the legislation affecting the management of these important institutions. Her laws should be so framed that they will become a tower of strength.

And now, ladies and gentlemen, we have come together with this object in view. We are here at our own expense. We are not sent here by the State. We come from the different school districts in the Commonwealth, to consult together for the improvement of our school laws, and for better school work. I believe that we shall not go home feeling that we have come together in vain, but we shall see an early fruitage of improvement in the public schools everywhere. It is with much gratification that I find every part of the State represented. I congratulate you, ladies and gentlemen, and hope that we shall enjoy our stay here; that we shall be free in the discussion of questions presented for our consideration—for they are all important. Your committee has given much thought to the selection of proper subjects to be submitted for your consideration. I thank you for your kind attention, and I ought also to thank you for being honored with the privilege of responding to the Superintendent of Harrisburg.

State Supt. N. C. SCHAEFFER being called upon, spoke as follows:

This morning I was wishing for a teacher of elocution, so that I might learn to make a bow suitable for this occasion and worthy of the assemblage before me. To face a State Convention of School Directors is a new sensation. One Governor of Pennsylvania said he was promoted when he was elected a member of the School Board. An ex-President of the United States uttered the same sentiment on his election to membership in the Board of Control. The lofty eminence which a man occupies may be measured by the depths into which he may fall. Neither the Governor nor the President can fall so low as to commit the sin of Herod who slaughtered the innocents at Bethlehem. The only forms of infanticide allowed in civilized countries are those which result from educational cram, and from forcing children into school-rooms that undermine health and vigor of life.

The highest services which one human being can render to another are never paid for in dollars and cents. Yonder runs a trolley car. You rescue a child that is in danger of being run over. If the father should offer you a dollar bill in recognition of what you had done, you would spurn his filthy lucre. But if he should thank you with tears in his eyes and with the warm pressure of his hand, you would treasure those tears and the pressure of that hand among the sacred memories of your life. The services which faithful Directors render to childhood and to the State, can not be rewarded by money. The fact that you came here as delegates, paying your own expenses and receiving no compensation for your services, shows the lofty character of the office which you fill, and you may well hold up your heads in the consciousness that as office-holders you outrank every one else on Capitol Hill.

Scientists often dispute over their claims to priority in the making of discoveries. I know not in whose brain originated the idea of forming a State organization of School Directors. If Mr. H. H. Quimby, of Montgomery, does not deserve this honor, to him at least belongs the credit of realizing this idea by his indefatigable efforts to secure the appointment of delegates, and to provide all things necessary for the first meeting.

A New England educator expressed surprise at what he saw and heard at the Bucks county convention of Directors. He said: "We have nothing like it in my State." So far as I now know this is the first State Directors' Convention that has been organized. It can become an instrument of great good if its members will not only discuss the management of schools, but also watch new legislation, for the purpose of preventing harm and of inaugurating needed reforms. May the School Directors' Convention of Pennsylvania live, and grow, and flourish.

On motion of Mr. H. H. Quimby, it was ordered that a committee be appointed to prepare a constitution for the permanent State Association of School Directors, to report to-morrow morning at 9 o'clock.

After some discussion of the number which should compose this committee, it was ordered that it should consist of five members.

On motion of G. W. Kennedy, of Schuylkill, it was ordered that a committee of five be appointed to nominate officers for the permanent organization.

On motion of T. P. Fleeson, of Allegheny, it was ordered that a committee of five members be appointed on resolutions.

"The Consolidation of Districts and Free Transportation of Pupils" was then discussed in the following papers by Prof. R. S. MACNAMEE and Mr. S. C.

WEADLEY, of Chester county, the following being the paper of Prof. Macnamee:

CONSOLIDATION OF COUNTRY SCHOOLS AND FREE TRANSPORTATION OF PUPILS.

That the persons named upon your programme have been selected to open the discussion of this question is doubtless due to the fact that the district we represent has, during the present school year, introduced the scheme of consolidating country schools and furnishing free transportation to the pupils of the outlying districts. This being the case, I may be permitted here to give a brief history of what has been done in our township.

Six years ago, in order to accommodate a rapidly growing population, a new school district was formed out of the southern part of the old Strafford school district in Tredyffrin township, in which is located the village of Devon, and a school was opened in a private dwelling till a more suitable building could be provided. Before the new building was erected at Devon, the school at Strafford burned down and the directors had two schools on their hands, with no building. At once arose the question whether to combine the two schools and erect a double building, or to put up two buildings, one at Devon and the other at Strafford. A meeting of the patrons of the two districts was held and the matter was discussed, with the result that a petition was presented to the Board, asking that a *double* building be erected and the schools combined so that the children might have the better advantages made possible by the union of the two schools.

This request was granted. A double building was erected at Strafford; the *only* objection to this arrangement being the distance the children of the Devon district had to walk to the building at Strafford. But last year this school became overcrowded, and again the cry for increased school accommodations was heard, and again a meeting of the patrons of the Devon district was held to discuss the situation.

This meeting resulted in a request to the Board either to erect a single building at Devon, thus overcoming the matter of distance, or to enlarge the building at Strafford and furnish free transportation to the pupils of the Devon district. The latter request was granted. The building was enlarged, an additional teacher was employed, and since September 1st, the children of that district have been conveyed to and from school in a large "bus" fitted up for the purpose. This starts from a central point in Devon promptly at 8:25 every morning, and goes along the main road leading to school, gathering up the children on its way. Those living off this road are required to walk to it in the morning, and from the nearest point on it to their homes in the evening. Steam cars and street cars do n stop at the doors of all their patrons, neith can this 'bus be expected to do so.

Such is a brief history of what has bee done in our townships towards introducin consolidation and free transportation. S far it has only been proposed to build r more single buildings, leaving the questio of closing and consolidating some of th schools now in use to be settled accordin to the wishes of the people and what seem in the light of our experience with thi school, to be best for the schools of ou townships. Up to the present time nothin could have worked more smoothly or mor to the satisfaction of the patrons. Thos who at the beginning were indifferent, an those who were actively opposed to the plan have alike become its supporters; and ther is now hardly a dissenting voice raise The children are delighted. There is n need of a compulsory law in the Devon di trict. The regular and full attendanc could hardly be surpassed through a com pulsory law under the old system.

Now, what are some of the advantage claimed for consolidation and free transpo tation? How far is it practicable and t what extent is it not? What about it cost? Its effect on the attendance? Ho do results in teaching compare with thos under the old system? These are some the questions that naturally suggest then selves, and all of them are worth conside ing.

Back of this movement, both in Chest county and elsewhere, is an earnest desi to enlarge the usefulness of our countr schools; to bring within the reach of pupi of rural districts advantages which, wit very rare exceptions, are now enjoyed onl by our towns; and to do it, too, withou additional cost to the tax-payer. Can it b done?

The system is not old enough in Chest county to answer that question satisfa torily; but let us look to Massachusett where it originated and where it has bee in operation for years, and see how it ha worked there.

If any believe this scheme to be the of spring of educational cranks, or that it wa hurriedly thrust upon the people, let m right here disabuse their minds. No educa tional reform of recent years has bee wrought out more deliberately or with mor painstaking care, or by a more conservativ and enlightened people. And while th scheme has met with triumphant success a the end of ten years' agitation, it is safe t say that, being so novel and without prec dent, it never could have succeeded amon a less intelligent people than those of th Bay State.

To Concord, Mass., having an area c about twenty-five square miles and, in 188 containing twelve schools in eleven buil ings, belongs the honor of being the pione in this movement. Seven of these twelv

schools were located in or near villages, and the other five were in outlying farming districts, constantly growing smaller and weaker from lack of interest and the drift of population towards the towns. About 1880 a proposition was made to consolidate the seven village schools into three, and to close the five outlying schools and convey their pupils to these three central schools. At first a majority of the people opposed the plan, and the history of the movement during the ten years that elapsed between the closing of the first of these schools and the last, tells of petitions and counter-petitions and continuous discussion, under which the opposition slowly but surely melted away; and to-day the system has the most unanimous support of the people. The little, old-time schools of Concord have been closed out and knocked off to the highest bidder, without a single dissenting voice being raised in their behalf. It is worthy of note, too, that during these entire ten years a majority of the Board were in favor of the scheme, and were farmers from the districts in which were located the schools it was proposed to close.

And not only in Concord has the scheme succeeded. Dr. Winship is authority for the statement that one hundred and thirty-five townships in that little commonwealth have adopted it; and that to-day there is scarcely to be found in the whole State a single one-teacher school, where there were probably five hundred of them five years ago. This from such an intelligent, yet conservative people as those of Massachusetts, is a tremendous endorsement of the plan.

The man who had neither the time nor inclination to investigate the probable results or possibilities of the scheme, but who denounced it from the first as a failure, has disappeared; the strong, though natural conservatism of the people has been overcome; the belief that the movement was in the interest of the central, and against the outlying districts has faded away; the fear that real estate would depreciate in value in the closed districts has been proved groundless by the fact that it meets with more ready sale at better prices than formerly. The natural reluctance of parents to sending their children from one and a half to three miles to school has disappeared, and they now much prefer seeing them conveyed in comfortable vehicles to trudging through the mud and snow, and they would not return to the old system if they could.

Each vehicle is in charge of a trusty driver, often a farmer's wife, and discipline is maintained by simply requiring any unruly pupil to get out and walk, and a single application of this remedy is said to be effective. These vehicles start from the extreme end of the district they are to serve, gathering up children as they go along the main road to school in the morning, and distributing them the same way in the evening. They are fitted with seats running lengthwise, curtained on all sides, and in cold weather the floors are covered with straw, and the children are provided with blankets.

The advantages claimed for the system are many. All the benefits which come from thorough grading and classification; of libraries and reference books easily furnished to the few schools, but which would be denied the many; all the advantages of more thorough supervision; of opportunity of securing teachers particularly fitted for the different grades of work, from the primary to the high school; of large, well-ventilated and well-equipped school buildings; of less tardiness and more regular attendance in all kinds of weather; and of from fifty to one hundred per cent. better results in teaching —these are among them. Every means of making teaching more effective can be adopted and carried into operation more readily, and it gives the same advantage to the outlying, purely rural districts as to the towns and villages.

Now, what about the very important matter of cost? In Concord, during the term of '91–'92, it cost $40 per week to convey the pupils of the closed districts, but it would have cost $60 per week to have run the closed schools. Here was a clear saving of one-third, because it required no extra teachers at the central schools, the children of the closed districts merging with those of the central.

Under consolidation fewer teachers will do the work of a township, and what is saved in salaries and other expenses will in many instances pay the cost of transportation. Indeed, in some cases money would doubtless be saved, as in the case of Concord. I think it best not to claim that this would always be the case; but rather that much better results would be obtained for about the same amount that is now expended. I feel confident that those who aim at better results at no greater or but slightly greater cost, will not be disappointed in consolidation.

In a certain township in Chester county there are four schools in contiguous territory, having a total attendance of about ninety. If three of these schools were closed and consolidated with the fourth, which is central, and this central school classified and graded, and put in charge of two teachers, a saving in salaries and fuel of about $825 per annum would be effected. The cost of transportation of the three closed schools would be from $750 to $800, showing a balance in favor of transportation.

The system seems especially applicable to small and, therefore, expensive schools; and even when, in some cases, consolidation would seem to indicate an additional cost, it is doubtful whether in the end it would prove so. For instance, the directors of one of the townships of Chester county furnished their schools with apparatus at a cost of $400. Had the schools of that township been consolidated into three, which is a reasonable proposition, the cost would

have been $120, a saving of $280, or enough to pay the transportation of one school for a year. Again, our own township of Tredyffrin has $30,000 invested in school property. Three five-thousand-dollar buildings, costing $15,000, would furnish much better accommodations than we now have, with $15,000 less money invested; five per cent. on this amount is $750, or nearly half enough to pay the transportation expenses of the entire township.

The enlarging of the building at Strafford cost $3,000. Containing five rooms, it will furnish accommodations for years to come. An acre of ground at Devon for school purposes would have cost $2,000. A one-room building would have cost $2,500 more, total $4,500, for what? A single, old-time, ungraded school. Here is a saving of $1,500, enough to pay the transportation expenses of that school for nearly six years to come, to say nothing of the better advantages supplied during those years.

For two months last fall the three schools at Strafford were heated with one fire, and they probably will be so heated for two months in the spring. If these schools were separate, three fires would be needed. This fact is mentioned only as suggestive of the many ways of saving, as in supplies, care of property, fewer sets of apparatus, etc., which follow in the wake of consolidation and which would not be overlooked in business affairs. Why should they not be regarded in school matters?

An effort has here been made to give a conservative estimate of the probable cost of the system. No one will doubt, as has been said, that results from fifty to a hundred per cent. better can be obtained in these schools. If by some plan proposed here to-day the farmers of this State could raise one and a half or two bushels of corn where heretofore but one had grown; or of obtaining a ton and a half or two tons of hay where now but one ton is harvested, and that at no greater cost of production, the plan would receive very careful consideration, and, if found to be reliable, would be hailed as a distinct advance in the business of farming. I ask as much for this scheme. It is not offered as a plan for setting up an educational bargain counter where cheap goods may be gotten at thirty per cent. off; but it is offered in the belief that the vast majority of the people of this Commonwealth are willing to pay what it now costs to run their public schools, and what they want is the best goods at the lowest possible cost.

It is too soon to estimate results at Strafford, but so far we have noticed that there is no tardiness on the part of those conveyed, but a marked improvement in the regularity of attendance of these over that of last term, and we are ever conscious of the fact that the recitation periods are double in length what they would be were these schools separated. This gives more time for individual instruction, and mus mean better results in teaching.

There are in this audience and througl out the State many warm friends of Towı ship High Schools, and the attention c these is especially invited to the promis which this movement has in it for thes schools. We may hope to see these school established generally only as we show ou ability to maintain strong, well-graded an well-attended Grammar Schools. Enoug interest and enthusiasm must be aroused t iuduce all who possibly can to remain an complete the grammar school course, for i is only then that they become candidates fo high school training. One of the greates drawbacks to our schools to-day is that s few attend them long enough. To a certai extent this cannot be overcome in any com munity, for there are many children wh are compelled from necessity to stop sooner but there is nevertheless a large percentag who drop out from indifference. Township that have a graded course of study, and tha graduate their pupils when they have com pleted that course, are doing much to over come this difficulty by offering the pupil definite results and definite attainments, and it has been found that the number o grammar school graduates in these town ships is yearly growing larger.

There are those who favor Township Hig Schools on general principles, but who, a they look round over their own township see little need of such schools on account o the weakness of the lower schools. Th consolidation of these into a few strong well-graded schools, presents a remedy fc this condition. The graduates from thes full of the enthusiasm and inspiration whic such schools beget, will furnish the materi for the high schools, and the same vehicl which bring pupils from a distance to th grammar school will bring the pupils to th high school; and two of the greatest obst cles in the way of the success of the schools have, so far as possible, been ove come, namely, lack of pupils and distan from the outlying districts.

The matter of distance is not an imagina one. It is decidedly real; and, althou laws may be passed to encourage townsh high schools, and we may erect buildings accommodate them, we shall look in va in purely rural districts for pupils to atte them, unless some means in harmony wi the present be adopted to make them ava able to all who should attend them. It w prove of no avail to speak of the long d tances that used to be walked to scho The day of walking three or four miles school in most of the counties of this State forever past. As well think of exchangi the electric light for the tallow-dip, t freight train for the Conestoga wagon. t Pullman train for the stage coach, as hope to meet the present demands upon c schools with the facilities of a generati ago.

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The people of the rural districts need to look the situation squarely in the face, undaunted by the fear of adopting something new or novel. If we but behold the towns and cities with their magnificent school equipment and facilities, outstripping us in intelligence and in the race for comfortable livelihood; if we but fully comprehend the fact that every year brings with it the need of better training and greater intelligence on the part of those who would succeed in rural occupations, we will become profoundly impressed with the need of increased school facilities in the country. We need schools in harmony with the spirit of the times—schools with their face to the future. Consolidation opens the door to a new and better condition.

MR. S. C. WEADLEY'S PAPER.

Our subject "Consolidation of Districts and Free Transportation of Pupils," applies now only to the rural districts. Considering the importance to a practical people of this matter of concentration of school children by free transportation versus the old-time district school, the cheapening process is scarcely discernible, because the old-time schools are already bought and paid for; and the central school with its centralizing process of free transportation, if adopted, must be paid for. Consequently, the first thought suggests a discarding of an old and tried friend for one new and untried; the casting aside of a useful implement, the purchasing of a new one. Viewed in this light this system would increase instead of diminishing expenses.

With the moneys expended upon the nine district schools in my own township, I firmly believe two modern schools could be built that would accommodate all the children of the township, and there would be a few rooms to spare for an increase of pupils. Were I conducting the school system of Tredyffrin township on business principles, with no taxpayer to consult, I would abandon every district school in the township, build two modern schools, transport the children free, and save money by the operation. Prof. Macnamee has told you with eloquence and with force the wonderful results to be derived from this system. He astounds us with the fact that Massachusetts is deserting and demolishing her school-houses by the hundred, and all in the interest of higher education. Now there is but one step from the sublime to the ridiculous. Let us take that step and ask, Are there any taxpayers in Massachusetts? If so, why do they allow this wholesale desertion and desecration of public property? Simply because they have found a better way of educating their children.

But one taxpayer has said, "That applies to Massachusetts, not here." Taking the average daily attendance of all the schools in Tredyffrin township for the term ending June, 1895, we find 277 scholars, with 10 teachers, or a fraction less than 28 scholars to a teacher daily. It would not be good policy to advocate placing 55 children under one teacher; but grade those 277 children properly and concentrate them, and five teachers will get just as good results as ten teachers are now getting; nor will they be compelled to work any harder to do this.

If this position is correct my township would pay $200 per month less for the salaries. This amount would haul 300 children to school daily, as it costs us but $30.00 per month for an omnibus that hauls forty-six children daily. Just think of it: A teacher with twenty-eight children (and some have only twelve) that can teach forty with far better results, and can teach fifty-six or sixty with just as good results, providing they are graded, and then ask yourself, Is the old plan economical? In a limited way I can, in part, prove my position by figures from our teachers' monthly reports.

The combined average daily attendance of Strafford graded school for the last term, with two teachers, was sixty scholars, averaging thirty scholars to a teacher; Presbyterian, Walker's and Fairview schools, with three teachers, fifty-seven scholars, averaging nineteen to each teacher; Paoli, Presbyterian and Walker's, with three teachers, sixty-one scholars, averaging twenty to a teacher; Presbyterian, Walker's and Mt. Pleasant, with three teachers, sixty-three scholars, averaging twenty-one to a teacher; North Berwyn, Presbyterian and Walker's, with three teachers, sixty-one scholars, averaging twenty to a teacher; Salem, Presbyterian and Walker's, with three teachers, sixty-three scholars, averaging twenty-one to a teacher; Howellville, Presbyterian and Walker's, with three teachers, sixty-eight scholars, averaging twenty-three to a teacher. By making seven combinations I prove to you that two teachers at Strafford were doing more work than were three teachers elsewhere. The records will prove that this has been done for two years past, or ever since our graded school has been built. We have one school in our township whose smallest daily average attendance for one month was twelve scholars; its largest daily average attendance was twenty-three We have another school whose smallest average attendance for one month was fourteen, its largest seventeen.

I have been told that I had "trolleys in my brain," because I advocate hauling the children at the taxpayers' expense. I have been told that I favored building large schools with no children to fill them, and then to meet the dilemma I sent an omnibus huckstering around the country to gather the children at the taxpayers' expense. Just think of that man's position for a few minutes, whose property has been paying tax for years to buy two school lots, build two school houses, keep them in repair, furnish apparatus, employ two teachers to

teach on some days, one twelve, the other fourteen scholars, two teachers' salaries for twenty-six scholars, $80 per month in salaries alone. Ought that man to growl at a system that hauls forty-six children to school daily for 30 dollars per month, places them in a school with 113 children's names upon the roll, with three divisions properly graded, and three teachers doing as much work as four teachers elsewhere in the township. Surely any School Board ought to have three-fourths of that fourth teacher's salary to extend a system that has brought such good results in our two years' experience.

Tredyffrin township has faithfully tried the district system until nine schools are built and more are needed. The question arises, Shall we go on striving to build a school at every man's door? Shall we go on eternally buying lots, building schools, and adding to the expenses of the township? Shall we enlarge a system that is already too large, too cumbrous, for proper manipulation and proper inspection? We want closer supervision by our supervisor, by our directors, and by our taxpayers. Give the directors of a township two schools to inspect, and they will do the work better and more readily than if they have a dozen. After hauling the children from part of one school district four months, the figures from our monthly reports show us by six different combinations that the three teachers are each averaging thirty scholars per day, elsewhere from twenty-two to twenty-five per day, that these three teachers are doing as much work as four teachers elsewhere.

Now, these figures are strong enough to cause any School Board to consider the advisability of employing teachers to teach children, instead of taxing the people to build and run school-houses and employ teachers for empty benches. While this old system may not produce wooden-headed children, it can safely be called a wooden-headed system. Modern schools with modern conveniences mean comfort and health for your children. Such surroundings will create an affection for school life. Centralization will bring that comfort and that affection. Centralization will wipe out that old school building, uglier and less comfortable than your barn, and introduce a new one made habitable by heating, ventilating and sanitary arrangements. Centralization by transportation will take your child to school in company with other children, and all under a guardian of your own selection. It insures the safe and prompt arrival of your child at school in the morning and at home in the evening. There can be no truants under this system, which is also the very antithesis of compulsory education, and whose results are miraculous when compared with other systems.

No officer of the law is needed to enforce an indifferent and surly attendance, no stump speaker to extol its virtues, no bill-poster or newspaper advertisements to keep it before the public. Simply announce to the children that on a given day an omnibus will meet them at a given point to haul them to school, and they will all be there. Centralization by free transportation is the only avenue to a universal system of Township High Schools. This great question of centralization meets us in every walk in life. The history of the world is a history of centralization. Great Britain dominates the policies of the world because she has centralized its commerce and its finances. New York has a wonderful influence over this entire continent for similar reasons. In Philadelphia, a small lot, scarcely large enough for a chicken-yard, will sell for more money than some of your farms. Why? Because the population makes it a business centre. The Pennsylvania railroad, by seeking business and freight centres, can spend millions of dollars upon its outfit and yet haul you to Philadelphia cheaper than you can buy shoe leather in case you walked there. John Wanamaker, the merchant prince of this country, thoroughly understands this great question of centralization. Located centrally to a million of souls, near the terminals of two railroads where thousands of people alight daily, contiguous to the greatest network of electric railways anywhere in the world, with all these facilities for business this man says, "Come and buy of me and I will pay your car fare."

We have dotted every hill and every valley with public schools. They were the need of the age. Slowly but surely the stigma of poverty has vanished, and to-day any one can be proud to be connected in any way with our public school system. The old system has enlightened the people, paved the way, as it were, for a new, a higher system of education. That system is within your grasp, and can be presented thus: Stop trying to carry the school to the children, and carry the children to the school.

In the discussion which followed, a delegate who spoke in support of Prof. Macnamee's idea said that one school in his district had but six pupils, and they had to pay $30 a month to teach them. If consolidated with two other schools the cost of transportation would be less, and there would be better schools at less expense.

Mr. Quimby asked if the paying for transportation of pupils by the School Board is legal. Mr. Weadley answered that the Board of Tredyffrin district, Chester county, of which he is a member, had consulted their attorney upon the point, and he had advised them that it was within the power of the Board; that an injunction had been threatened but had never been procured.

Mrs. Carter, of Chester, said that some of the smaller districts had such good teachers that it would be a pity to consolidate them and throw these teachers out of employment.

Dr. Alexander, of Lancaster, pointed out the dangers of too much centralization in schools. Too many pupils may be crowded into central schools with insufficient playgrounds.

Mr. Thompson, of Mifflin, said: We tried free transportation for two months, and then gave it up because there were no more pupils to transport. The parents said they were not willing to be deprived of their right to a school of their own, and preferred a teacher at $16 a month to better tuition under a better paid teacher in a neighboring school. Some of these parents can neither read nor write. In a more enlightened community prejudice would not have defeated the plan.

Mr. Heimach of Mifflin, Mrs. Mary E. Mumford of Philadelphia, James H. McKean of Armstrong, John W. Cure of Lackawanna, O. W. J. Hall of Delaware, S. C. Weadley of Chester, P. M. Brown of Cambria, and others, continued the discussion at some length.

It was moved that papers read before the convention upon this subject be printed in pamphlet form for distribution throughout the State, to which the objection was urged that there were no funds to pay for such publication. Mr. Macnamee said that ten dollars had been placed in his hands for this purpose.

Dr. Schaeffer informed the convention that these papers would be published promptly and without any cost in *The Pennsylvania School Journal*, whereupon the motion was withdrawn.

The Chairman called on Mr. Quimby for a statement of expenses incurred in calling and arranging for this convention, and it was suggested that the members present contribute a sufficient sum to reimburse them. On motion, the whole matter was deferred until after permanent organization.

The chairman then announced the committees, as follows:

On Constitution—H. H. Quimby, Montgomery, Chairman; Augustus S. Bishop, Northampton; E. T. Bullock, Delaware; M. S. Parvin, Berks, and Alexander Lang, Cambria.

Nominations—G. W. Kennedy, Schuylkill; Rev. I. P. Wilbur, Cumberland; A. C. Coulter, Allegheny; Mrs. Mary E. Mumford, Phila., and James C. Brown, Columbia.

Resolutions—T. P. Fleeson, Allegheny, Chairman; Rev. J. A. Jamison, Armstrong; S. J. Barnett, York; John A. Opp, Luzerne, and W. M. Heimach, Mifflin.

On motion, adjourned to 7.30 o'clock.

WEDNESDAY EVENING.

AFTER some preliminary business, the first topic for the evening session, which convened at the time appointed, was "Standard Plans for School Houses," presented by Supt. JOSEPH S. WALTON, of Chester county:

STANDARD PLANS FOR SCHOOL HOUSES.

In a State with as many conflicting and diverse local conditions as Pennsylvania, no "standard plans for school houses" can be adopted. Indeed, it is doubtful if the sameness and uniformity resulting would be at all desirable, even if it were attainable. The utter lack of variety which is sometimes exhibited in a township where uniformity obtains, where all the houses are built upon the same store-box model, is tiresome enough to cure one of all longings for any further uniformity. While such sameness is to be deplored, yet at the same time we do need in this Commonwealth a greater unity of purpose in school house construction.

Every year witnesses the waste of thousands and tens of thousands of dollars of public money, and the persistent erection of conditions which threaten the health and welfare of the entire community. And all this because men ignorant of the first principles of school architecture are allowed to perpetrate their ignorance upon an innocent and long-suffering public. And though much may be written upon this subject, it is impossible to keep all the School Directors, and all the narrow-minded, stubborn, and self-sufficient contractors and builders informed on the latest and most desirable in school-house construction. Nearly ninety per cent. of the school buildings in Pennsylvania are the result of local notions and whims, the pride of the builder and the target of all subsequent criticism. Their chief point of excellence consists in working up patronage for the local physician and in making generous contributions to the nearest burying ground.

We have in Pennsylvania some of the finest school buildings in the country. Over half of the best towns now look with pride towards their public school building. There are also some country school houses which are models of their kind. We have good systems of ventilation, and the best arrangements for heat and light. Pamphlets on school architecture have been issued from time to time by the Department of Education at Washington, and can be

secured at any time upon application; the bibliography on this subject has during the last ten years grown enormously, and yet school houses have been built which set all modern standards and conclusions at defiance. Have we not then reached that stage in the free school progress of this Commonwealth when every School Board contemplating the erection of buildings should be required to present their plans to a board of examiners, or the School Department, for inspection and approval? Does not the State already for public safety dictate a few requirements in the construction of theatres, public halls, etc.? There are States which have even gone so far as to tell farmers how their cow stables should be constructed before the milk will be admitted to the trade. Are not fire escapes now required upon hotels, factoriesand other large buildings?

Not a few States have already passed enactments forbidding the erection of any school houses over two stories high. Who questions the value and the constitutionality of such legislation? Yet School Boards are permitted to go as they please, to present themselves victims to every prejudiced builder whose apparently superior knowledge deludes them—and the public must pay the bill. Are they not permitted to squander public money, through ignorance of economy in architecture? Are they not permitted to jeopardize health and morals among children, all for want of some central oversight from the State standpoint?

Such a scheme would annually save money in Pennsylvania. The average life of a rural school house is the shortest of any roofed abode in the district. Churches, dwellings, and even barns, live longer than the average school house. As a rule they are built by people with very little or no experience in building; the contractor has no one to supervise his work; a public building becomes an object to pilfer from; hasty work and low bids all combine to turn out a result which tempts children to a maximum of destructiveness. All these things combine to shorten the life of the average school building.

While State inspection might require an increased outlay in many cases, it would, on a conservative estimate, more than double the life-time of the house, thus resulting in a saving to the taxpayer. If we leave out of consideration all hygienic advantages, State inspection would save rural communities nearly one-half of what they now spend for buildings and repairs. This fact is too patent to such a body of School Directors as we have represented in this Association to need any further illustrations for argument. What man or woman present but can look over the history of the school buildings in his or her own school district during the last half century, and see from our modern vantage ground how at least one-third of the money spent for buildings and repairs might have been saved if things had been done right in the beginning? Would not the proper kind of State inspection have done much towards saving this?

In the second place, such a scheme would do much towards saving money in erecting borough and city school buildings. It would prevent the vain effort to adapt worn out church buildings to school purposes, to build for to-day and not for to-morrow. It would exert a wholesome influence over what now threatens to become an epidemic in Pennsylvania, *i. e.*, the extravagant expenditure for school buildings through motives of local pride only. We have visited buildings in this State which cost a third more than was necessary for utility or beauty, buildings which when their enthusiastic projector dies will not have one advocate left to plead for them. State inspection properly organized and endowed with authority would be a great step in advance in this Commonwealth. Its influence would first pass upon the location of the house. Low, damp, poorly drained and spongy soil, producing wet cellars and pools on the play grounds, would not be tolerated; that is, new buildings could not be located there. One would suppose at first thought that no Board would locate in such places, but we hear of such things frequently. Land enough to insure ample play-ground should be a necessity. When from forty to sixty children are crowded upon a quarter of an acre or less, somebody has sinned against childhood. Opportunities for active, innocent play are as necessary as books and apparatus. Indeed, if the former is neglected, the latter too often become useless.

The value of sunshine is just as great as that of shade, and hygienically far more so. No tree should be planted nearer a school-house than its height when grown. When the grounds are of ample size, the trees should be planted in groups for shade and beauty. Plenty of open, clear, dry ground should be furnished for the purpose of playing school games. Whenever it is possible to include a piece of woodland in the school grounds it should be done, yet under no circumstances should the house be placed wholly in the woods or forest. A combination of trees and open ground, of sunshine and shade, should be the object in view.

The Fence.—Churches, or meeting-houses, dwellings, farms, all valuable property, are fenced, except the school grounds. They still remain as open commons; and as long as stray stock find them a desirable pasturage, and as long as they are open to all animals which are driven along the road, they will be little better than the public highway, and in no way desirable or attractive to the children. The advantages of a good fence are plain to any one interested in children. Trees and shrubbery are then possible. Pupils can be taught to collect the various varieties of rocks and minerals

ınd in the locality, and, after making a ge rockery, they could search for the dif- ent kinds of ferns, and plant therein. is would be "a thing of beauty and a joy ever."

The shrubbery indigenous to the neighbor- ɔd could be transplanted by the children. fact, a love for nature, and a realization all which is desired for Arbor Day, and : future of forestry, depends very largely on a good school-yard fence. A good, avy, pipe fence, with rustic cedar posts, ll make a strong and durable enclosure. ro or three pipes, and in some localities e pipe, will be enough. The children here ain can be taught to plant wild honey- ckle, clematis and other vines around the sts, until the fence would become the ide of the school. The house should be so :ated as to throw the play-grounds under : range of the windows. In no case ould the play-grounds be back of the ilding. The moral value of a window or o looking out upon the games at recess ınot be over-estimated. A good cement lk from the house to the road is economy.

The House,—In building a school house : first thing to take into consideration is : number of pupils to be accommodated. e maximum number, not the average, ɔuld be the consideration. No wide- ake and observant business man but ckly sees the superior advantages of in- idual seating over the old double desks. :refore, iu planning a school house, the d of furniture should be a primary con- :ration. Indeed, if we wish the most de- .ble methods of penmanship to be taught, :sk should be provided deep enough to ɔw the child to rest the entire arm while ning the fore-arm movement, with his y or practice paper directly in front or ı. Those little, shallow, individual ks which compel a child to sit with one : to the desk while writing, cannot be recated in too strong terms. Having de- :d upon the size and style of desk, and mating upon the maximum number of ɔils, a School Board is then in a position ɔlan a school house intelligently.

he worst possible of all practices is to t build a house and then try to fit into it ıe furniture which the enterprising agent persuaded us to buy, and then a few :ks later try to fit the children who come wding to school into the seats we have chased. That is making the foot fit the e, instead of making the shoe fit the t. A wise decision on these matters di- ıishes the friction in discipline, improves pupils' morals, influences their manners, l lays the foundation of an independent f-reliance; and last, but not least, dimin- es the opportunity for communication of eases. No School Board fulfills its duty ıich refuses to consider these matters pre- ɔus to building a new house. Seating ca- city for forty-eight pupils should be the ıximum limit for any single-roomed building. Eight rows of individual desks two feet wide, and eight aisles each two feet wide, with a central aisle six feet wide, can be placed in a room forty feet wide over all. Six seats in a row, with three feet of floor space for each—and this amount is absolutely necessary if we would provide desks of a size sufficient for properly teaching penmanship, and give the child room to write out his lesson in a hygienic position—six desks in a row will leave a space of ten feet in front for teacher's table, class bench, etc., and room to focus all properly upon the blackboard. It will also leave a space of eight feet in the rear for cloak rooms, either open or enclosed. This can all find position within thirty-six feet over all. Hence a house 36 x 40, using its longest dimension for width, and seating the pupils in that manner, will accommodate forty-eight pupils and leave ample room for all purposes.

The height of the room should be about twelve feet. Anything beyond that for a house of the above dimensions will cause what is known as a noisy room, that confusion of sounds so annoying to the teacher, and so tempting to the bad boy. Less than twelve feet is too low for purposes of ventilation. The size of the house having been determined, an intelligent plan can be worked out. If an architect is employed, these things should be decided beforehand.

School Boards should know what they want before placing the building in the hands of another. In most cases it pays to employ an architect. He knows how to dress up proportions in the most attractive, durable and economical shape. The day of ginger-bread architecture has gone. Architecture to-day makes utility subservient to beauty; where a considerable sum of money is to be expended, an architect more than saves the cost in being responsible for the contractor's work.

No plan should be adopted which does not furnish an abundance of light. The glass surface should never be less than from one-fifth to one-fourth of the floor surface. For a room 36x40, ten windows 8½x3½ would be required. Anything less than this will cause a strain upon some eyes in the middle of the room on cloudy days. The light should fall from the rear over the left shoulder whenever possible. Cross lights from the sides are not objectionable. The windows should extend to within six inches of the ceiling, three and one-half or four feet from the floor. This offers better facilities for window ventilation, and a greater supply of soft, reflected light from the ceiling, and obviates any glare upon the desks of those seeted close to the windows. By this arrangement the difficulty of reading from the blackboard is reduced to a minimum. The very best material should be employed for window and sash frames, and on exposed sides double sash should be used. A slight extra expense here will not only reduce the

cost of heating the house, but will materirially add to the comfort of the pupils. Outside shutters are a needless expense. Stout heavy wire woven in coarse meshes will answer all purposes. These can be fitted in so as to be removed when the windows need to be cleaned. They reduce the cost of repairs from outside accidents, and do not injure casements by the banging and slamming of shutters.

Stone and brick houses are preferable to frame. It is poor economy to apply the inside plaster directly to the walls. They should be stripped, and then lathed and plastered. If ordinary roofing lath are used for this purpose, there will be an inch of air space between the plaster and the wall. This should be connected with the cellar and the attic, thus allowing a free circulation of air. The importance of this little precaution should claim the honest attention of every person interested in building or repairing school-houses. It insures a dry wall, enables paint or paper to stick, adds comfort and health to the children, and diminishes the cost of heating the house by one-fifth. The cellar ventilation is improved; much, if not all, of the obnoxious dampness which lurks in poorly-kept school cellars passing off into the attic. It is well known to every observing person, that there is nothing objectionable in the cellar but finds its way, in the form of cellar damp, into the room above.

The excavations for the cellar should not be more than three or four feet deep. The height of the cellar ceiling should never be less than eight feet. This permits large cellar windows, and plenty of air and light. If the house is heated by hot air, it permits the furnace to do its work better. The children have a place to play on stormy days, and, where manual training is in vogue, the cellar offers a desirable place for the shops. Where a special teacher for manual training is not employed, and the regular teacher gives the instruction in this subject, it is more desirable to use a part of the schoolroom, when it is large enough to permit it. One corner is boxed off with two sides glass, and furnished with one bench and outfit, enabling the teacher to oversee the work of one or two pupils at a time. In building, some such provision should be made; the room becomes desirable if typewriting is taught in the school, or if an instrument is used for practice.

The floor is an all-important matter. Children are too often compelled to sit all day with their feet on cold floors. Double floors, with paper between, are almost a necessity, unless some system of heat and ventilation is employed which requires a circulating air space between the floor and ceiling below. Double floors deaden the sound, and add very much to the comfort of both teacher and pupil.

The school house roof offers a difficult problem. It should be water tight, imperv-ious to driving snow, and should need littl repair. Slate, tin, and iron all have the objections. A split cedar or cypress shingl dipped in creosote stain, and properly pu on, with one-third of the shingle expose produces a result as nearly satisfactory a can be found. When hemlock sheeting used instead of lath, little or no snow w get into the loft. The roof should be stee and ample provision made for attic venti tion. A belfry can be made to serve thr purposes, beauty, ventilation, and prot tion for the bell.

The inside finish should be of hard woo the slight additional cost is more than co pensated for by additional durability. F wainscoting, the hard oaks, especially wh paneled, are attractive and economical. F floor, there is nothing better than mapl Its freedom from splints, ease in cleanir and sweeping, wearing qualities an density, all combine to recommend it abov other kinds of wood.

No school is properly equipped until i has a generous supply of good slate blacl board surface. A board along one side o the room is not sufficient. Every availabl space between the windows should be occupied. The amount of permanent work to be placed upon the board, progressive maps and other work, makes it a necessity. Because there are still a few self-satisfied and indolent teachers who do not use the little board they have is no reason for not properly equipping a new school room.

In country schools the cloak rooms should open directly into the school room and be heated from the same. Individual cloak closets open at top and bottom and front, numbered and furnished with two or more hooks, have been found to be very desirable, and hygienic. Their cost is very slight, and where one is furnished for every pupil, habits of neatness are inculcated, and the difficulties resulting from piling all manner of hats and cloaks on one hook are removed. Wherever it has been tried, it is never abandoned.

Ventilation.—No house should be built without proper provision for heat and ventilation. To depend upon window ventilation alone is deliberately to sentence a heavy percentage of the weak pupils to an early grave. To keep an old-fashioned barrel stove in the middle of the room, and make it red-hot, while the thermometer at the outer edges of the room is at freezing point, is to create extremes which few children can endure. To build a tight house and then use methods of heating which bake and rebake the same air over and over again is worse than the stove heat. Only in rare cases where the window casements are loose and the room is large and not well filled with children does it appear to be satisfactory. While steam heat by direct radiation insures a warm room, it does not furnish as much circulation of air as a stove does. Steam heat by indirect radiation

using the space between the floors to collect and warm the fresh air, is one of the best methods of heating rooms where several people are assembled. When proper provisions are made for ventilating, it has few objections. When hot air is used the Ruttan method, with the several modern patents, works very well. The chief criticisms are the back currents and the presence of space between the floors, where the wood has become black with the accumulated absorption of noxious gases, until a draft reversed is dangerous to health. Unbiased judges are waiting to see if, as experience increases, this system will hold its present well-earned popularity. This system of heat and ventilation has been tried in single-roomed country school-houses, and, with the hot air closets, it seems to solve the problem of outbuildings which, without doubt, should be accessible only from the inside of the school-house.

Where patent systems of ventilation are not practicable, or can not be afforded, much can be done by having a chimney so constructed that it will by a draft within draw most of the impure air out of the room. The flue should be inside of the chimney, and when heated by coils of steam pipe, a strong circulation can be produced. No system of ventilation will succeed unless it produces a circulation of air. When the room is quite warm the carbon dioxide rapidly diffuses, and finds its way upwards. When the room is comparatively cold the impurities settle with the heavy air towards the bottom of the room. It requires less expenditure of heat to keep a circulation of air from the floor upwards, than from the ceiling downwards. A room full of children requires a constant change of air, and an entire change several times during a session. Children are more susceptible to poisonous gases than older people. All good ventilation is accomplished at the expense of heat. Steam heat by direct radiation is the cheapest plan known when no provisions for ventilation are furnished, because it reheats the old dead air.

In building a school-house the chief object to be kept in view is the comfort of the children, their health, and the proper facilities for the prosecution of the business intended to be followed there. There are many houses and grounds so arranged that they sow annually the seeds of disorder, turbulence, immorality and even ignorance, to say nothing about consumption, and other diseases. There are houses yet to be built which have these things in prospect. And until we do have something like a standard for inspection, and provision for the same, this condition of things will no doubt be continued.

If the State Association should undertake such work and accomplish it, more will have been done for the lasting welfare of this glorous old Commonwealth of ours than from anything else I can conceive of.

As soon however as the people of Pennsylvania come to realize the desirability of something of the kind, then it will come to pass. Are not our children more than our railroads, our mines, our coal, and petroleum? If we are willing to work and make sacrifices for these things, how much more should we work for these children of the State, the pride of the land, the staff of the present, and the hope of the future.

MR. QUIMBY: This subject must always be of interest to the country districts which form the larger portion of our school system. Directors in farming districts build one-room school houses, and scatter them over the district, presumably to accommodate the pupils of the district. It does seem, as Mr. Walton suggests, that school-houses are our shortest-lived buildings. I have noticed old school-houses that are very shabby. The practice is, when a new school house is needed either to build on the same site or to abandon that site and build two one-story store-box buildings elsewhere. Country directors do not employ an architect to submit plans, or, if they do, he is a carpenter who is probably unable to design a superior class of buildings. To such people a standard plan, or a number of good plans, would be very useful. I think it would do great good if we were to furnish country School Boards with a standard plan suited to their needs. The subject has been ventilated thoroughly. I think Supt. Walton has published a pamphlet, which is most excellent. But how many of the country School Boards will design a building according to that? They will not consider the subject of ventilation. It seems a thing that many country School Boards care least about. It is most difficult to convince them of its importance. If we could furnish them scientific plans it would be well. I think that a sameness of school buildings, if they are good buildings, is preferable to any great variety in plans.

Mr. CYRUS H. CALEY, of Montgomery county: I noticed to-day the similarity of school houses in coming from Norristown to Harrisburg. The first I saw on leaving Norristown was my own in Upper Merion. As I came up the road I saw many school buildings, and suggested that they must have had the same carpenter or builder for all the school houses between Norristown and Harrisburg. I kept my eyes on both sides of the railroad, and think I saw every house on the way, and there was too much sameness. I

found that the out-houses were just so far from the school houses. The out-houses should be located so that the teacher can see what is going on there, if he desires to do so. By the method of heating and ventilating in our district, we have always good, sweet air in our school rooms. We have two other buildings, one with three and the other with two rooms heated by hot air, with the cold air furnished from outside, and we just think that those heaters are "splendid." The subject of heating and ventilating our school-houses ought to be regarded one of the most important we have to deal with. Disregard of these matters is most assuredly the cause of many diseases.

Mr. T. P. Fleeson, of Allegheny, said that if the Directors tried to make the school houses as attractive for the children as the homes from which they come, we would find better results. He also referred to the fact that circumstances in the different districts make it necessary that there should be different styles of school-houses.

Mr. H. B. Eastburn, of Bucks, thought the State School Department should prepare a book of plans for school-houses.

Dr. C. Lenker, of Schuylkill, approved the suggestion of Supt. Walton, that the plans of all new houses should be first subject to the inspection and approval of a competent public officer.

Mr. H. H. Hubbert, of Philadelphia, said that, in their experience, they had gone all through the subject of building plans, heating and ventilation of school houses, and they find a settled plan of heating and ventilation advisable. He thought the annual report of the State Superintendant should give in every issue information on these subjects.

Mr. P. M. Brown, of Cambria, wanted to have suggestions for the benefit of country districts. City districts, by reason of their larger opportunities and greater means, can take care of themselves in that line.

Mr. A. C. Coulter, of Allegheny, moved that this subject be referred to the Committee on Resolutions, which was carried.

On motion, it was ordered that the committee on constitution report first in the morning, to be followed by the report of the committee on organization, and then by that of the committee on resolutions, the reports of the several committees to be considered and acted upon at this time.

TOWNSHIP HIGH SCHOOLS.

The next topic on the programm "Township High Schools," was then di cussed by DR N. C. SCHAEFFER, ar Mr. J. P. FLEESON. The following the substance of Dr. Schaeffer's remark:

Is the country boy entitled to as go school advantages as the boys in cities a boroughs? If he is, the State should p vide for him instruction beyond the comm branches.

The farmer complains of hard tim How much harder will be the lot of his so and daughters if they do not get education advantages equal to those enjoyed by ot boys and girls? On the question of a th ough and efficient system of High Scho Pennsylvania is behind every other St north of Mason and Dixon's line, with p sibly one exception. The ideas and inst ments of thought furnished to a boy average mind by a good High School cou will make that boy, all his life long, superior, as a thinker, of a much brigh boy who never gets beyond the gram grade. It is a fact that the average citi of the Bay State earns more money than average Pennsylvanian. Has Massachus better soil or better mineral resources t Pennsylvania? Far from it. But since she has had a High School system, now cessible to all her boys and girls, enabl them to use their hands with superior in ligence and the highest skill.

What is the benefit of protecting our dustries to my boy and your boy, if in next century their places are to be occu by better-trained boys from other States countries?

We build a house by beginning be and we dig a canal by beginning above High School system can be developed by work from above as well as from be Teachers must be trained to know more than the branches which they called to teach. The pupils must be vanced from the lower grades until the fitted to take up the studies of a High Sc

Our common school system became eral by the stimulus of a State appro tion, which was divided among all dist maintaining schools for a given term employing teachers of a given scholars A system of Secondary Schools can be to spring into being throughout our districts by a special appropriation in a High Schools employing teachers of sp fied qualifications and maintaining a gi standard in the curriculum of study.

Many farmers are now encumbering th property for the purpose of sending th children away to school. If the same vantages can be offered them at home, by t establishment of Township High Scho it will be a saving to the farmer, a bless to his sons and daughters, and a benefit the State at large.

Let us therefore develop a system of Secondary Schools, so that our children may enjoy educational advantages equal to the best on the globe.

MR. J. P. FLEESON spoke as follows: Go where you will throughout this State, and you will find that the country boy is leaving his home; he is going to the cities away from the farm that he may make a living, in his judgment, easier than he can make it by tilling the soil. You ask the ordinary farmer to-day why he plants this crop here, and another there, and few can tell you why. It is but habit with them. There are few farmers who understand farming, and who understand why they manage their farms as they do. What we need, therefore, in the first place, is something that will aid in keeping the son upon the farm. Farmers should be educated up to the point where they can see that the farmer's son needs rest as well as the merchant's boy. The farmer's boy to-day has not the advantages that others have, and this is one reason why he should have the high school. Schools in the country are not graded. The country district should have its High School from the fact that the farmer's boy needs as good an education as any other boy. He not only needs, but he will take as good an education—yes, under the same circumstances, he will take a *better* education than the town boy. He will take greater advantage of his opportunities. It is a fact that the brightest men in the land have been reared upon the farm. If that be the case when we take into consideration the great things that are needed in this State, how needful that all the schools necessary for the better education of the country boy be established in the State of Pennsylvania!

Mr. Jas. H. McKean, of Armstrong, wanted to know what is the use of Algebra, Latin and Greek in the high schools, which was answered by State Supt. Schaeffer, who also answered the question, "Where are the pupils to come from to fill the high schools?"

Mr. W. M. Heimach, of Mifflin, said, "Give us the high schools and we farmers will fill them," illustrating it from his own experience. He desired better facilities for advanced education for the masses.

Mr. H. H. Rice, of Dauphin, commended the remarks of Mr. Heimach.

Mr. A. C. Coulter, of Allegheny, said that he represented a manufacturing district where the boys are usually put to work at a very early age; yet in his district, with 1400 pupils in the schools, they have 60 in the high school, although it was established only in 1891.

Mr. J. Hunter Wills, of Chester, said that out of 400 pupils in Downingtown, they have forty in the high school.

Mr. P. M. Brown, of Cambria county, said that in all this discussion the boys only have been mentioned. He believed the education of the girls just as important and necessary as that of the boys.

D. J. McCarthy, of Luzerne, spoke in behalf of the mining districts of the State, and wanted not only high schools, but also evening high schools.

The discussion was closed by State Supt. Schaeffer, and the convention adjourned until 9 a. m. to-morrow.

THURSDAY MORNING.

THE convention was called to order at 9:15 a. m. Mr. Geo. W. Kennedy, of Schuylkill, suggested that, as the time had arrived for the organization of the State Association, according to the programme, a temporary organization be effected. The Chairman said that the new organization now to be effected was a body entirely distinct from the present convention.

Mr. H. H. Hubbert moved that the present officers, elected yesterday, be continued during this meeting, and that the officers of the new organization, yet to be elected, take their seats next year, which was carried.

As the Committee on Constitution was not yet prepared to report, the Compulsory Education Act was taken up for discussion, as ordered yesterday.

Mr. D. J. MCCARTHY, of Luzerne, said: The Compulsory Education Act, to my mind, is so crude that it would require a Supreme Court Justice, instead of a miner, to expound it. It is, therefore, but a step in the right direction. It is necessary that something should be done with the great mass of humanity that we have in the coal regions. We have an immense floating population, who have no desire to become Americans. The foreign element cling to their own customs and to their native tongue, and do not make an attempt to learn the English language. It is absolutely necessary that

an effort should be made to enforce the Compulsory Education bill, to educate the foreign children. It is possible to mould and make good American citizens out of these children, hence the great necessity of enforcing this law. The bill is right in principle: now is it practical? There lies the whole question. The only way to compel the children to go to school is to prosecute the parents of the child; if the child is absent, tap their pocket-book and you will see the bill enforced.

MR. H. H. HUBBERT: It is one of the most reasonable acts in force in any State, and it was arranged in this way so as to make it less objectionable than the compulsory education act as originally offered. It is the duty of the assessor, under the law, to register the age of the children in the house of every taxable and to furnish to the Board of School Directors or county authorities that list. They can obtain the list, and they can notify these parents that they are compelled, under the law, to send their children to school at least sixteen weeks. It would not be any hardship to compel their children to attend school that length of time. It is well to have an understanding with the assessor that they must give a list of the children in their districts. When we remember that there are thirty thousand children in this State who never attend school, we may realize the importance of this great question.

The subject was further disussed by Messrs J. H. McKean, of Armstrong; Edward Welden, of Northampton, P. M. Brown, of Cambria, and Mrs. M. E. Mumford, of Philadelphia, the last of whom said: "All people are not taxables, are they? It seems to me you will find the most children where there are no taxables. We cannot force Pennsylvania children to school. Pennsylvania is moral suasion to the core. I would like to suggest a new thought in this line. Do you not think it would be well to have women—not all women could do it, understand, but those capable—go into the homes of these children and look after the clothing and their needs, and in that way persuade parents to send their children to school? This is only a thought of my own."

It was then moved and seconded that the subject be referred to the Executive Committee, to be considered at the next meeting of the Association.

The Committee on Constitution then reported, and their report was read and taken up for action. On motion, the sections were taken up seriatim, and after discussion and approval or amendment of the several sections, they were each finally adopted, and the constitution was then unanimously adopted as a whole, as follows:

CONSTITUTION.

Article I—Title.

The title of this Association shall be "The Pennsylvania State Association of School Directors."

Article II—Objects.

Its objects shall be:

1. The discussion of questions relating to the management of the public schools.
2. The advocacy of needed legislation for schools and the scrutiny of proposed legislation.
3. The promotion of efforts to increase the efficiency of the public schools of the State.

Article III—Membership.

It shall be composed of representatives from the Board of Education of Philadelphia, Pittsburgh and Allegheny cities and organized county associations of School Directors and organized associations of School Directors in cities and boroughs having separate Teachers' Institutes, with the State, County, City, Borough and Township Superintendents and Principals of Normal Schools as advisory members. Each of the said Boards and Associations shall be entitled to send five representatives, and shall notify the Corresponding Secretary of their names and addresses.

Article IV—Officers:

The officers of the Association shall be elected annually, and shall consist of a President, three Vice Presidents, a Recording Secretary, a Corresponding Secretary, a Treasurer, an Executive Committee of five members and a Legislative Committee of five members.

The President shall preside at all meetings of the Association, and shall be *ex officio* a member of all committees; one of the Vice Presidents shall preside in the absence of the President. The Recording Secretary shall keep an accurate record of the proceedings of each meeting of the Association, including a synopsis of the discussions. The Corresponding Secretary shall keep the roll of membership and attend to the necessary correspondence. The Treasurer shall receive all money of the Association, and pay it out on orders from the Executive Committee. The Executive Committee shall make all necessary arrangements for the meetings of the Association, and have charge of the disbursement of the funds of the Association. The Legislative Committee shall scrutinize all bills affecting the public schools that may be presented to the State Legislature at each session, and make

report thereon to the Association. It shall also secure the presentation to the Legislature of such measures as may be recommended by the Association. The State Superintendent of Public Instruction shall be *ex-officio* a member of these committees.

Article V—Meetings.

The Association shall meet annually at Harrisburg on the second Wednesday of February at 2 o'clock p. m. Special meetings may be called or the date of the regular meetings may be changed by the Executive Committee.

Article VI—Dues.

The dues of each member shall be fifty cents per year.

Article VII—Amendments.

This Constitution may be altered or amended at any regular meeting of the Association by a majority vote of the members present, one month's notice of the proposed change having been given to all members by circular.

During the discussion Co. Supt. A. G. C. Smith, of Delaware, the President of the Pennsylvania State Teachers' Association, gave all Directors a cordial invitation to attend the next meeting of that body in July, at Bloomsburg, Columbia county.

On motion, a voluntary contribution was here taken up to defray the expenses of this convention, the sum realized being $22.61.

The Committee on Nominations reported as follows:

For President—H. H. Quimby, Mont Clare, Montgomery county; 1st Vice President, E. C. Wagner, Girardville, Schuylkill; 2nd V. P., T. P. Fleeson, Tarentum Allegheny; 3rd V. P., J. O. Saxton, Mechanicsburg; Recording Secretary, Jas. W. Howarth, Glen Riddle, Delaware; Corresponding Secretary, J. Elder Peelor, Indiana; Treasurer, H. H. Rice, Waltonville, Dauphin.

For Executive Committee—H. H. Hubbert, 203 Chestnut St., Philadelphia; I. A. Cleaver. Berwyn, Chester county; John A. Opp, Plymouth, Luzerne; E. N. Hershey, Gordonville, Lancaster, and Rev. R. A. Jamison, Apollo, Armstrong.

For Legislative Committee—Dr. Chas. E. Quail, Auburn, Schuylkill county; Ira Wentzell, Bellwood, Blair; P. M. Brown, Wilmore, Cambria; Hugh B. Eastburn, Doylestown, Bucks, and J. R. Townsend, Columbia county.

The report was adopted as read.

The Committee on Resolutions made report, and, after discussion, the following was adopted as having the approval of the convention:

Resolved, That the attendance, spirit and zeal manifested at this first meeting of the School Directors' Association of Pennsylvania, are just cause for congratulation and encouragement.

Resolved, That great credit is due to the untiring efforts of State Supt. Schaeffer, H. H. Quimby and others, for preliminary work in securing the large attendance at this convention.

Resolved, That, inasmuch as the majority of the children of our State are deprived of the advantages of higher education, we would most earnestly urge upon the Legislature the enactment of such laws as are necessary for the establishment of High Schools throughout the country districts, as well as in the boroughs and cities, in order that each child of the State may enjoy the same educational privileges.

Resolved, That the thanks of the Association are hereby tendered to all those who have taken part in the discussion of the different topics on the programme.

WHAT LEGISLATION IS NEEDED FOR THE PUBLIC SCHOOLS.

"What Legislation is Needed for the Public Schools," was then considered, the subject being discussed by Deputy State Supt. J. Q. STEWART, and Mr. D. T. FORTNEY, of Centre county.

The remarks of Mr. Stewart were confined chiefly to the necessity of extending the minimum school term to seven months. He said:

In 1886 there were in Pennsylvania eight hundred districts having a minimum term of only five months; in these districts there were 5,800 schools, and an enrollment of 285,800 children. The question of extending the minimum term from five to six months was prominently before the people of this Commonwealth for six or seven years before final and favorable action was taken by the Legislature, and on May 19, 1887, an act to extend the term from five to six months was approved by Governor Beaver. The minimum school term was four months by an Act of Assembly passed in 1854, and again re-enacted in 1865. It was increased to five months by an Act approved April 9, 1872, and was not again extended until 1887. If we are to profit by the experience of the past, the time has certainly come for taking another forward step in this direction.

The total expenditures for the public schools in this Commonwealth for the last year amount to almost $19,000,000. The State appropriates five and one-half million dollars for the support of the public schools, and yet there are many districts in which the children are given school privileges for only six months in the year, and in some instances the schools are closed at the end of the minimum term with sufficient funds in the treasury to pay for one or two additional months of school. Three counties in

this Commonwealth have an average term of over nine months; ten other counties have an average term of over eight months; twenty-seven counties average over seven months, and the average for the remaining twenty-six counties is a little over six months.

There are in the State to-day about 2,450 school districts; of this number 104 districts had the full maximum term of ten months, 320 districts had a nine months' term, 435 districts eight months, 575 districts seven months, and 1,000 districts had a school term of six months. These districts represent 3,377 schools which were open ten months last year, 4,007 schools which were open nine months, 2,855 schools open eight months, 4,365 schools open seven months, and 7,649 schools open six months. Including Philadelphia in this statement, the number of schools open ten months is 6,472.

At the time of the extension of the minimum term from four to five months, in 1872, the State appropriated $700,000 for the support of the public schools. Prior to that time, for about thirty years, the average annual appropriation was about $300,000. In 1874 one million dollars was appropriated, as required by the Constitution of 1873, and from that year until 1887 one million dollars was appropriated annually. In 1887 one and one-half million dollars was appropriated for the years 1888 and 1889; two million dollars was appropriated in 1889 for the years 1890 and 1891; five million dollars was appropriated by the Act of 1891 for each of the years 1892 and 1893; and by the General Appropriation Act of 1893 five and one-half million dollars was appropriated annually for the years 1894 and 1895; and by the last General Appropriation Act of 1895 the sum of five and one-half million dollars annually was appropriated for the years 1896 and 1897 —making thirty-nine million dollars appropriated by the Legislature from 1887 to 1897, while only fourteen million dollars were appropriated from 1873 to 1887, and less than ten million dollars was appropriated from 1843 to 1873. In addition to the five and one-half million dollars recently appropriated for the support of the public schools, the liberality of the State has been shown in other directions.

The Normal Schools have received an annual appropriation for the purpose of training teachers; the salaries of County Superintendents have been paid by the State; State aid has been provided for students in attendance at the State Normal Schools, and more recently liberal appropriations have been made to the State College, to the University of Pennsylvania in Philadelphia, and also to the Western Pennsylvania University. There are no other States in this Union, so far as I can ascertain from the records, which have contributed so directly and so liberally to the cause of education as Pennsylvania in recent years.

Pennsylvania's total expenditure, for a single year aggregating $18,992,651, nearly twice as much as the total expend ture for the South Atlantic Division of th States, including Delaware, Maryland, Di trict of Columbia, Virginia, West Virgini North Carolina, South Carolina, Georgi and Florida. It exceeds also the total e penditures of the South Central Division States, including Kentucky, Tennesse Alabama, Mississippi, Louisiana, Texa Arkansas and Oklahoma. It is far in e cess also of the total expenditures of th Western Division including Montan Wyoming, Colorado, New Mexico, Arizon Utah, Nevada, Idaho, Washington, Orego and California.

In view of these facts is it not a matter surprise and regret that we have in Pen sylvania school districts which are givin the children the privileges of only a min mum term of six months, while the district themselves are abundantly able to hav seven or even eight months of school? Is not the duty of the Directors to provide f their children not only good schools, we paid teachers, comfortable school building but longer terms? Some duties devolvin upon School Boards are made imperative b the law itself, others are left simply to the discretion: but it is just as binding upon Director to do more than the law requires him, where the means of the district wi justify such action, as it is to obey th specific mandates of the law itself. To com ply with the law simply because it is a r quirement of an Act of Assembly, is not a ways the most creditable motive for actio but to do more than the law requires in b half of the children, is an act worthy commendation, and of emulation on t part of school boards. Perhaps in some the districts which you as School Directo represent, you will find duties awaiting y which are not only incumbent upon you officers to perform, but are in themsel pressing and urgent, as well as importa from the standpoint of humanity itself. all candor and honesty, is it not the duty the State to insist upon a minimum term seven months? If the Directors themsel are not willing to take this step of their o volition, the State will be justified in ena ing a law requiring all the schools of t Commonwealth to be kept open at le seven months annually. Your Associati ought to emphasize the necessity of a lon term by recommending such a law to y representatives at the next session of t Legislature. There is at the present ti danger, in my judgment, of too much leg lation. There ought to be no modificati or changes made in the operation of c public school system which are in the selves harmful and injurious to the cause education. The extension of the term however, a proper and legitimate subject legislation; and whether or not this Asso ation takes action in the matter, you m rest assured that the subject will be agitat

year after year until the law is finally placed upon the statute-books. No greater service could be rendered at this time in behalf of the school children of this Commonwealth who are not permitted to enjoy school privileges beyond the minimum term required by law.

Before concluding, I beg leave to suggest that it might be well to have a conference with the representatives present from the city of Philadelphia, with a view of having that city brought under the general law governing the operation of the school system of the State. Many reasons can be adduced to show that such a step would prove to be a benefit to this Commonwealth, and more especially to the city of Philadelphia, whose system, operating as it is under laws enacted many years ago, is not producing such results as the State has a right to expect and to demand. For some reason or another, the enrollment of children in the public schools of Philadelphia, in proportion to the population, does not contrast favorably with the enrollment of the public school children in the other sections of the Commonwealth. The Directors themselves are undoubtedly liberal-minded and progressive men, but under the laws governing the city system, they are so restricted in the performance of duty as to be unable to render services in behalf of the schools and the children which are satisfactory to the patrons, and even to the Directors themselves. The board, in its official capacity, is a body subordinate to other official bodies, elected for an entirely different purpose, and, therefore, the Directors are unable to do for the schools and the children of Philadelphia all that should be done for them. The city has outgrown the laws which were originally enacted for the district.

This is not suggested, however, as a subject for legislation at this time, but if agreeable to the representatives of Philadelphia who are present here to-day, the way may be opened by a conference with other delegates for a new departure in the school affairs of that city.

I desire, with your permission, to refer incidentally to another matter: We do not have in this country a national system of education, and yet it seems to me the educational interests are of such great importance as to require a representative as a Cabinet officer at Washington. Our State Teachers' Association has recommended our Senators and Representatives in Congress to use their efforts to have such a representative in the councils of the national government as will secure better general results in other States of the Union which are less fortunate than Pennsylvania in their educational systems.

The organization of an Association of Directors representing the State is a matter of congratulation to all the friends of education in this Commonwealth. This body can be made most influential in promoting public sentiment in favor of better schools, better school-houses, more liberal salaries for the teachers and longer terms for the children. Pennsylvania, with its boundless resources and its material wealth, can well afford to make our public schools better and better with each recurring year, until they shall equal, if not excel in thoroughness and efficiency, the schools of any other State. This result will come only when our Directors more fully realize the solemn responsibilities of their official trust, and the sacredness of the duties which they are called upon to perform in behalf of the children of this Commonwealth.

Hon. A. G. Seyfert, of Lancaster county: "The eloquent and timely remarks of Mr. Stewart so thoroughly cover the whole subject under discussion, that I shall add only a word or two. The history of the public school system of the past is that legislation was the advance step of every progressive movement. From the passage of the first law in 1834 to the present time, little of importance has been accomplished but what was the direct result of legislation. On the surface our public school system seems popular; but it is an unfortunate fact, nevertheless, that the whole is a forcing process, founded, it seems to me, upon the assumption that every feature of the system must be compulsory, regulated by legislative enactment. If the achievements of the past are mainly due to this fact, then let us have such legislation in the future as will make our splendid system more efficient, better, and stronger at every point, and all along the line."

The following paper was written by D. F. Fortney, Esq., President of the Bellefonte School Board. In the absence of Mr. Fortney, on account of illness, it was read by Mr. Quimby.

1. Legislation is needed to provide for a closer and better supervision of the schools in the country districts. No Superintendent having from 300 to 500 schools to look after and supervise can do so in such manner as to accomplish any real good.

2. Legislation is needed to compel the erection and construction of better warmed and ventilated school houses in our country districts. The Department of Public Instruction should secure a model or plan of a good country school house, large enough to contain at least 50 pupils, and then we should have legislation to compel Boards of Directors, in erecting school houses, to follow this plan, so far as light, heat and ventilation are concerned. The plan should be approved by the best known authority on sanitation.

3. Legislation should be had allowing Schools Directors to charge to their several

districts the actual expense incurred by each in attending upon the triennial conventions to elect County Superintendents and in attending the Directors' Associations in the several counties.

4. A law should be had requiring all County Institutes to be held not later than the first week of October of each year. If the Institute is to do any good, the teacher should have the benefit at the beginning of the term. In districts where there are only six months' school the terms are half over before the Institute is held. The plan and manner of conducting them should be changed, but this, of course, should be regulated by the County Superintendent and his corps of instructors.

5. Legislation should be had compelling the establishing of a good High School in each township and keeping it open at least eight months in the year.

6. Legislation is needed to establish a higher and better graded school than any we now have for the training of teachers. The rapid growth and establishment of good high schools demand a better grade, and better prepared teachers than any we now obtain. The college graduate, as a rule, comes to us raw and must be educated, usually, by the Board which employs him a year or two before he amounts to much.

Our Normal Schools are not making scholars. They give only a smattering, and while most of their graduates would do to teach a country school, when we want principals of High Schools, Normal graduates are "not in it."

I know of no place so well adapted to train men and women for teachers as the State College in this county. All that is needed is a department added to the many excellent departments they now have, in which Pedagogics shall be taught. The industrial training is not equaled anywhere in this or any other country. The departments of Language, Chemistry, Biology, Mathematics, etc., are all that could possibly be desired. The advantage of all these, with the course suggested, is what is needed by those who are to control and educate the boys and girls in our high schools.

If the Legislature could ever be brought to see this, and then be induced to make a liberal appropriation for the establishment of the course suggested, it would do a great thing, and an everlasting good to the Commonwealth.

7. A much more vigorous compulsory educational law than the one we now have.

Mr. Jas. H. McKean, of Armstrong, continued the discussion and advocated the passage of a law prohibiting the election as teacher of a son or daughter of a School Director.

The last discussion, "What Should be the Basis of Distribution of the State Appropriation?" was referred to the Executive Committee as a subject for the next meeting of the Association.

Dept. Attorney General Elkins was, on motion, invited to speak. He said: "I am glad to have the pleasure of saying just a word to this organization. My heart is interested in the work of education. Since I was six years of age I have been connected with the cause of education either as a student, a teacher, director, or trustee, and have always felt an interest in the educational affairs of this Commonwealth. I wish to disabuse the minds of this Association of one thing. There was a paper read this morning which made some reflection upon the Normal School system. I must say that the brighest teachers we have in our section of the State are graduates of the Normal Schools. I do not say that the system is perfect in all respects. If it is not what you want it to be, it is within your power to make it better. If it is not in the highest degree such as you would have it, all you have to do is to demand that it should be higher. When you want better trained teachers, all you have to do is to demand it, and you will get them. I am president of our School Board, and the best teachers we get are from our Normal Schools. We do not have a teacher in the common schools in Indiana that is not a graduate of one of the Normal Schools. I was sorry on the other hand to have reflections made on the Colleges. There should be no prejudices between the Normal Schools and Colleges. The Normal Schools cannot and do not desire to do the work the Colleges are doing. Now, in Pennsylvania there are thirteen organized Normal Schools. They have come to stay in Pennsylvania just as surely as the Supreme Court has come to stay. You meet here to-day, and have effected an organization; next year we hope you will have so large a membership that you will have to get the hall of the House of Representatives in which to hold your meeting. A few years ago I visited the World's Fair. I remember as I walked around I thought our State building the grandest sight of all the different State buildings, etc. When I came down where the old Liberty Bell stood in the old rotunda, I felt satisfied, and thanked my stars that it had been my lot to be born on Pennsylvania soil.

The Chair then invited Mrs. Mumford to address the Association, who said:

"*Gentlemen of this Convention:* Philadelphia has not taken up very much of your time, so you will forgive me if I make a few remarks. Philadelphia, when she is at home, feels very large indeed; but when she gets into the middle of the State is lost entirely. I think it is a good thing for her to come up here. Now our friend, Mr. Stewart, has very kindly referred to legislation for Philadelphia, and under this head I wish to make my plea. There is no part of the State that needs legislation like Philadelphia. All we need is legislation to bring us up to the right point. Our system in Philadelphia has grown out of the difficulties and conditions met with in all large cities which consolidate. We have one Central Board and a number of Local Boards. The Local Boards are no longer representative of the best citizens. I have nothing to say of those Boards, except that it has made a most unhappy state of affairs. You understand yourselves that there could be nothing but conflict between those two Boards. The teachers who graduate from our schools with the highest marks are not shown any preference, and, therefore, the "square" teachers are in the "round" holes. Wherever the Local and Central Boards have existed there has never been anything but trouble. We have a Superintendent of schools, but he scarcely knows where he belongs, under the Central or the Local Board. We have attempted twice to get a bill passed in the Legislature to give Philadelphia a better school system, but both times failed. Knowledge is responsibility. I want you to take home with you a new responsibility for Philadelphia."

Mr. T. P. Fleeson moved the adoption of an additional resolution recommending the extension of the minimum school term to seven months, which was, on motion, referred to the Committee on Legislation for report at next meeting.

Dr. J. T. Rothrock, of the Forestry Commission of Pennsylvania, being present, was invited by the Chair to address the convention, which he did briefly and in his usual earnest spirit.

President Cleaver then said that the time fixed for adjournment had arrived, and, after some concluding remarks, he introduced the newly-elected President, Mr. H. H. Quimby, who, on his induction into office, said:

"I suppose I ought to thank you for the opportunity to return thanks, because I really am grateful for the honor you have conferred upon me in electing me as your president. I feel that it is a very great honor that you have conferred upon me, both from the fact and from the manner of it. We must congratulate ourselves on the result of this convention. We have not yet been able to measure the good that we can do. I feel that I have been much benefited, and no doubt you share this feeling. Let me appeal to you to give attention not only to the mental welfare of the children, but also to their physical and moral welfare. We are in duty bound to provide healthful surroundings for the children. I would rather have a child of mine healthy than learned."

The convention was closed with prayer, by Rev. R. A. Jameson, and the singing of the long metre doxology.

DIRECTORS IN ATTENDANCE.

THE roll of delegates present at the State Association of School Directors was as follows:

Allegheny.—Thomas P. Fleeson, Tarentum; A. C. Coulter, Braddock township.

Berks.—Adam Minich, North Heidelberg; M. S. Parvin, East Berkley; W. B. Zeller, Stouchsburg.

Blair.—Ira Wentzell, Bellwood.

Bucks.—Hugh B. Eastburn, Doylestown.

Cambria.—P. M. Brown, Wilmore; Alexander Lang, South Fork.

Chester. — D. F. Moore, Phœnixville; J. Hunter Wills, Downingtown; S. C. Weadley, Strafford; Thos. F. Smith, West Chester; Isaac A. Cleaver, Berwyn; Harry Sloyer, Phœnixville; R. S. Macnamee, Stafford; Miss Mary Babb, Strafford, and Mrs. Carter.

Cumberland.—J. P. Wilbar, West Fairview; J. O. Saxton, Mechanicsburg; John C. Wagner, Shippensburg, and A. Allen, Line.

Columbia.—John R. Townsend and Jas. C. Brown.

Dauphin.—H. H. Rice, Waltonville; I. R. Wentzell, Highspire; J. T. Enders, S. C. Cooper, and S. O. Goho.

Delaware.—Jas. W. Howarth, Glen Riddle; J. Ellsworth Bullock, Elam; Jesse W. Rawcliffe, South Chester; Wm. J. Hall, Swarthmore; W. S. McDowell, South Chester, and E. T. Bullock.

Fayette.—J. T. Neal.

Indiana.—J. Elder Peelor, Indiana; D. E. Thompson, and T. S. Pearce.

Lackawanna.—John W. Cure.

Lancaster. — E. N. Hershey, Gordonville; D. S. Kurtz, Greenbank; S. S. Ranck, East Earl; Dr. H. M. Alexander, Marietta; Daniel D. Herr, Lancaster.

Luzerne.—Chas. H. Foster, West Pittston; J. A. Opp, Plymouth; D. J. McCarthy, Freeland.

Lycoming.—John W. Grier, Jersey Shore.

Mifflin.—W. M. Heimach, Newton Hamilton;

Roland Thompson, Milroy; W. W. Trout, Lewistown.

Montgomery.—H. H. Quimby, Mont Clare; Frank W. Lockwood, Whitemarsh, A. J. Moore, West Conshohocken, and Cyrus H. Caley.

Northampton.—Edward Welden, Augustus J. Bishop, A. P. Spengler and Chas. B. Opp, Bethlehem.

Perry.—W. N. Kahler, Newport.

Philadelphia. — Harvey H. Hubbert, 203 Chestnut St., and Mrs. Mary E. Mumford.

Schuylkill.—Edward E. Kærcher, Tremont; Geo. W. Kennedy, Pottsville; E. C. Wagner, Girardville; Dr. C. Lenker, Schuylkill Haven; Dr. Chas. E. Quail, Auburn.

York.—J. F. McDonald, Muddy Creek Forks; J. S. Hetrick, New Freedom; S. J. Barnett, Delta; John Wickersham, Yocumton.

Advisory Members.—State Supt. Nathan C. Schaeffer, Deputy State Supt. J. Q. Stewart; Co. Supts. Jos. S. Walton, Chester; W. M. Zechman, Berks; A. G. C. Smith, Delaware; R. M. McNeal, Dauphin; J. C. Taylor, Lackawanna; City Supt. L. O. Foose, Harrisburg; Supt. L. E. McGinnes, Steelton; Hon. A. G. Seyfert and William Riddle, Lancaster; Col. John J. Matthias, Schuylkill; Hon. Dan'l F. Moore, Chester; J. L. Miller, H. C. Orth, Jacob Kirk, L. S. Shimmell, John H. Holtzinger, Harrisburg; C. A. Reehling, H. W. Haverstick, G. M. Radle, T. J. Douden, J. B. Whitney, Dauphin, and W. E. Bloom, Northumberland.

WHITTIER'S BOYHOOD.

BY BRANDER MATTHEWS.

IN his boyhood Whittier had scant instructions, for the district school was open only a few weeks in winter. He had but few books; there were scarcely thirty in the house. The one book he read and read again until he had it by heart almost was the Bible, and the Bible was always the book which exerted the strongest literary influence upon him. But when he was fourteen a teacher came who lent him books of travel and opened a new world to him. It was this teacher who brought to the Whittiers one evening a volume of Burns, and read aloud some of the poems, after explaining the Scottish dlalect.

Whittier begged to borrow the book, which was almost the first poetry he had ever read. It was this volume of Burns which set Whittier to making verses himself, serving both as the inspiration and model of his earlier poetic efforts. The Scottish poet, with his homely pictures of a life as bare and as hardy as that of New England then, first revealed to the American poet what poetry really is, and how it might be made out of the actual facts of his own life.

That book of Burns' poems had an eve stronger influence on Whittier than th odd volume of *The Spectator* which fe into the hands of Franklin had on th American author whose boyhood is mos like Whittier's. Franklin also was bor in a humble and hardworking family doing early his share of the labor an having but a meager education, but a ways longing for learning. It is true tha Irving and Cooper and Bryant did nc graduate from college; but they coul have done so had they persevered, an Emerson and Longfellow and Hawthorn did get as much of the higher educatio as was then possible in America. Bu neither Franklin nor Whittier ever ha the chance; it was as much as they coul do to pick up the merest elements of a education.—*St. Nicholas.*

CONTINUOUS EDUCATION.

EDUCATION was once supposed to cor sist mainly in the acquisition of know edge, but modern ideas have included i it the development of the faculties. Th mind is no longer treated like an emp vessel, to be filled as speedily as possibl but as a conscious personality to be led self-development. Many of the studi now pursued are chosen with the dire object of mental discipline; and the i parting of knowledge itself is held to b failure, unless sufficient curiosity is awa ened to induce the pupils eagerly to se for more. Nor is the mind alone th rationally treated. The senses are taug to work actively and accurately; t hand also is made skillful, and the fac ties generally are aroused and set to wo Science and art go hand in hand now our best systems of education, and wh ever they are divorced the effects a recognized as lamentable.

These two departments of educati the acquirement of knowledge and t development of the faculties, are n wisely united in every system of instr tion worthy of the name; but the tr that they should occupy a promin place *all through life* has not yet recei the attention it deserves. It is curi that, with all our advanced ideas ab education, we should still practica limit it to a few years during childh and youth. We speak of an *un*educat man, of a *half*-educated man, of a *wel* educated man, as if education were som

thing which could be begun, continued and finished—something in which one man may have no share and another can have the whole. There still lingers among us a conception of some definitely laid down course of instruction to be carried through to this end, and the phrase "his or her education is finished" is not yet quite out of date. If it were merely this, it would not so much signify, as phrases, like other forms, often live on after their real significance has passed away. The transition which a youth experiences when he leaves school or college to enter what we superfically call life, is so great that it is perhaps not strange that he should bid farewell to the past, and welcome a future which, to his mind, seems to bear little or no relation to it. Hitherto his attention has been mainly directed to his own self-improvement; now he is expected to entertain far different aims. Instead of any longer acquiring knowledge, he is now urged to acquire wealth, or fame, or high position; instead of exerting his mind for the sake of its discipline and power, he must exert it for external and material results. Previously having been absorbed in taking in, he must now be equally absorbed in giving out. Generally too, having hitherto depended on others, he is now expected to depend on himself. This wholly new view of life naturally turns his thoughts away from what he has regarded as education; and while he may nominally admit that his education can never be finished while his powers last, he yet plans his life without any direct purpose of continuing it. To be sure, it will be incidentally continued, even without his intending it. Whatever be his pursuit, he cannot follow it with energy and conscientiousness, without acquiring further knowledge, nor can he avoid developing his faculties by their constant use. Still this is undesigned, and cannot have the same kind of influence that a conscious and determinate intention would produce.

It should be realized, not in mere words, but in practical action, that education must never stop; that, although a transition time comes, when further aims than self-improvement must be recognized, they are added to supplement, not to obliterate, the other. Among the various objects of life, that of *continuing* the education should be kept always prominent, with no thought of bringing it to any terminus short of life itself. The acquirement of knowledge in some form should be one definite feature in the plan, and the development of faculties, apart from their external results, should be another. This will not interfere with the life-work, nor with any of the social or domestic relations we may be called upon to fill, for they progress side by side. No one can attain his full excellence in any department of life if he drops out of his motives, that of his own self-improvement. It is not enough that he *is* improving in many directions by his efforts for other purposes. This is happily inevitable, as we have said. But beyond this, if he cherish the conscious aim—if he determines that he will continue his own education in the broadest sense of the word—that he will in some way steadily increase his knowledge and develop his faculties—there can be no question that he will be a more efficient worker in his special department and a more valuable member of the community than would be possible without.

It is sometimes objected that those who are absorbed in business and other pursuits, have no time for deliberate self-culture; but when it comes to be recognized as one of the *aims* of life, time will be found for it. Mr. P. G. Hamerton says on this point: "There is great danger in apparently unlimited opportunities, and a splendid compensation for those who are confined by circumstances to a narrow but fruitful field. * * * To supply our own need, within the narrow limits of the few and transient hours that we can call our own, is enough for the wise everywhere. Let us resolve to do as much as that, not more, and then rely upon the golden compensations."

EDUCATION HERE AND ABROAD.

THE school regulations of European countries show that the work of securing an education is a much more serious undertaking abroad than it is here. Doubtless many regard the new Pennsylvania Compulsory Education law as a severe measure, but it is a mild imitation of European compulsory education systems. Our law requires persons having control of children between the ages of eight and thirteen to send them to a school, public or private, in which the common English branches are taught, and such children must attend school at least four months. From the interesting

compilation of foreign school systems, made by our National Bureau of Education, it appears that Germany requires every child between the ages of 6 and 14 to attend a public school, or a private school whose teacher has passed satisfactorily a rigid examination.

The German system lays its hands on the child at the early age of six, and it keeps him in school each year six weeks longer than American children are usually kept there. The conventional German school vacations include a week at Christmas, one at Easter, one at Whit-Sunday and three in summer. German parents must decide to a certain extent on the future career of their offspring before the latter enter school. A youth intended for a business career does not enter the same elementary school to which one intending to become a physician is sent. There are business, scientific and classical high schools, and the elementary schools are organized with reference to these separate requirements. The French Compulsory Education law also applies to children between 6 and 14. School lasts from October until September, giving the children only a month's vacation in summer. The French have been fostering the military spirit in recent years, and now all the boys in the elementary schools wear brass buttons and are drilled daily.

Russia would not be Russia if her despotism did not extend to the schools. There the child is not only the child of the State while he is in the school room and on the school play-ground, but the eye of the Government is upon him while he is at his home, prescribing his amusements and regulating his movements in many ways. Here, too, the boy becomes a soldier at an extremely early age. He dons a uniform as soon as he enters the primary school, and wears it constantly. He salutes his teachers as his military superiors, and is never allowed to forget that he is a soldier as well as a student.

Switzerland has probably gone further in teaching the virtue of cleanliness and in providing for the health of its school children than any other country in the world. In certain localities the Swiss schools are furnished with bath-rooms, and swimming, skating and healthful outdoor sports are taught as parts of the regular school course. The Government carries its solicitude for Swiss youth so far as to prepare warm meals for those who travel long, hard journeys to school and it even keeps a stock of dry clothing on hand for those who may be drenched by rain.

The English public school system, like the German and the French, gives the school children short vacations, the English summer vacation period lasting three weeks, beginning on the first Monday in August. Taking everything into consideration, the lot of the American school boy is not a hard one; and it would probably be better for him if a little of the rigorous discipline which is an incident of school life in Continental Europe were applied to him.—*Ledger.*

THE ART OF GIVING.

DR. PARKHURST ASSERTS THAT IT MUST BE LEARNED JUST AS SPELLING IS.

THE topic of Dr. Charles H. Parkhurst's paper in a late issue of *The Ladies' Home Journal* is "The Passion of Money-Getting." In discussing one phase of his theme he says:

A man cannot be trusted to do right in this [the art of giving] or in any other particular till he can do right easily, that is to say until it has become his habit to do right. Giving cannot be left to impulse any more than spelling can be left to impulse. We have seen what might be called impulsive spellers, and they make just the same wretched work with orthography that impulse-giving makes with charity. Nor is the purpose subserved by putting into the child's hands as a gratuity the money that he is expected to bestow as a beneficence. Merely letting money go through his hands will not make him charitable, any more than letting water slip through a lead pipe will make the lead fertile. The act that is going to strengthen the little boy-giver or the little girl-giver in the direction of a matured generous disposition must be an act in which the actor feels that he is parting with something that is his own, not something which he is merely handling in the capacity of agent. It is a very common thing, if there is a beggar at the door to whom a pittance is to be given, or a gathering in the church or the Sunday-school where the contribution box is to be passed, for the child to obtain from its father or mother the requisite penny, and then for

the child and parent both to imagine that the child was somehow involved in and disciplined by the penny's conferment. The child in the Sunday-school does not learn to give in that way, any more than the child in the spelling class learns to spell by the bare mimicry of the letters that the teacher herself puts into the child's mouth.

We learn to spell by making the spelling act our act. We learn to give by making the giving act our act. It is hoped that this truism will touch a vibrating chord in the intelligences and hearts of parents. The world is full of moneyed men, but really great as is the amount bestowed in benefaction, it sustains a very feeble ratio to the amount that men and women bestow on themselves; and it is not because these people are intentionally sordid and have no blood in their hearts, but because years ago, when they were children, their parents imagined that while schooling would be necessary in order to qualify their offspring to read and write, no schooling in particular would be necessary in order to educate them into the far more difficult capability of parting with their own possessions in the interests of and for the bettering of others; safeguarding the lesser, trusting to chance for the greater.

WHAT MAKES A SCHOOL?

BY A. M. KELLOGG.

AN account of a recent visit to a school will enable us to answer this question. The building was excellent, costing at least forty thousand dollars. It was located in the centre of a large lot surrounded by beautiful trees, and walks laid out with a view to beauty and convenience. The halls were wide, light and high, the building seemed to be a model in almost every particular. On entering the principal's room we found him a polite and well-appearing gentleman. His manner was mild, kind, considerate, and in every way he showed the gentleman he was. Soon he entered the large school-room. Instantly his countenance and manner changed. His face became drawn and stern, and his manner constrained. When he asked a question it was not done as though it was a privilege, but a right. He never said, "If you please," or "May I ask a question?" but broke in with a stern voice and dictatorial manner. The manner of reciting was after the old text-book method. The question was asked and the answer carefully noted, whether or not in the words of the book. In geography we heard the following: "What is the latitude of Liverpool? of Manchester? Dublin? Paris? Berlin? Rome?" The answers generally correct, but no deductions were made from the facts, as to climate, opportunities for trade, character of the people, for the fact seemed to be enough. In arithmetic, many rules were correctly repeated, and examples given; especially were the "cases" in percentage discussed with great thoroughness, but it was all according to the book. History was little less than chronology, and not very good at that, although the dates of many battles were given and commencements of eras told. The amount of "knowledge" was great as shown by the recitations. There was no reason to suspect that anything was fixed up, but the suspicion was strong that what was told had been "recited" many times before. But of this we gained no information. When school was closed in the evening the military order was observed, and the form rigidly required. At the first tap of the bell all rose; at the second, all turned; at the third, the first section passed out; and so on until all had gone. The principal kept his coolness and distance until the last pupil and teacher had left, and then he changed his attitude, and became affable, polite, kind, and considerate. Now, what were the faults of this school? We will give them as they occur to us, so that we can answer the question, "What makes a school?" by contrast, showing what does not make this a school.

This school is not building up character. The school is not making scholars. To know a thing is one thing, but to know how to use a thing is altogether something else. This is not a school, because it is immoral in the motives it touches. The moral motives are all based upon freedom of intellectual and spiritual action. Coercion without freedom leads directly to wrong action.

This school takes no note and gives no attention to progress. It stands alone. The great republic of teachers is not valued. There were no educational books, papers, or literary magazines in the school.

This school is sadly deficient in its

order; in fact, it is one of the most disorderly schools in the country. This is the case in spite of its almost faultless military drills and movements.

TWO TREES.

THE gardener planted two trees of the same sort, one upon one side of a high hedge and one upon the other. Doubtless the gardener had reason for separating them while young. He knew the best conditions of their growth, and he knew also many things about their nature which the trees themselves could not understand.

They gave signs of much future strength and beauty, and the gardener was pleased with his nurslings.

One day a sudden tremor passed through the two trees, and each became immediately conscious of his comrade who stood upon the other side of the hedge. Was it the wind, wandering upon either side, that carried the intelligence? Was it the sun, which warmed both alike? Was it something deeper—some subtle influence passing through the earth which nurtured both, and which touched in each the delicate roots that daily stretched further to draw in its substenance?

At first the knowledge pleased them. But days passed on and nothing more came of it. The sun shone, and the wind and the rain helped their growth, and each knew that a comrade equally enjoyed these benefits. For the hedge stood high between, and all that connected them was their mutual knowledge of each other.

Then the trees grew dissatisfied, and murmured at what had before gratified them.

"If the wind, instead of foolishly swaying our branches, would but blow the hedge down which separates us! If the earth would but break and let the hedge fall! If the sun and the rain, weich have so much power, according to the gardener's teaching, would but apply themselves to throwing down the barrier! If —and if—and if!" So one tree grumbled day by day. And the gardener, knowing well why the tree was drooping and discontented, only smiled and waited.

"My side of the hedge is sunnier and healthier and better adapted to tree growth. Why does not the gardener see this, and transplant my comrade to my side? But even though the other side is bleaker, it has many strengthening elements. I would gladly share in its harder conditions if I might." So sighed the other tree.

One day came the thought. "The hedge is high indeed, but *it never grows higher!*"

And henceforth the sun, and the rain, and the wind, and the earth, rejoiced daily over the swift growth upward of the two trees. Their longing was ever to grow taller and stronger and firmer than the hedge which separated them. So must they finally meet.

Truly the gardener was wise. He knew that there are some trees whose highest growth and best fruition are only assured by the obstacles which separate them. To realize their desires, they must overcome.—*Harpers' Bazar.*

CULTIVATE THE MEMORY.

A HABIT of forgetfulness is one of the greatest hindrances in business and social relations, but our modern style of life and education is certainly injurious to the memory. The old methods of learning by rote have fallen into disfavor, and there was much to say against them as a hindrance to originality; but there is a time in every child's life when learning by rote is a useful thing, and it is at a very early age; for the minds of young children not being occupied with so many things as those of their elders they are in a receptive condition, and their memory is more retentive than later on. Every mother is struck by her child of two or three years remembering perhaps for some months where a certain thing is placed, or some little event, and it is a matter of common experience that we remember the events of our early youth more forcibly than those of even a few months back.

It is possible to begin to cultivate the memory as soon as a child can talk, or to repeat some little story that has been told to it, or a short lesson which has been learned. Every teacher before beginning a new lesson should make sure that the lesson of the day before has been retained and understood; for the more we overcrowd the little brain in the attempt to force knowledge upon it, the less we impress upon it for future use. It is the experience of all those who have crammed

for examinations, that as soon as the examination is over the undigested knowledge passes away, and similarly through life. Unless an item of knowledge is assimilated, it becomes as useless to the mental system as an undigested article of food to the bodily system, and in both cases they act as an irritant, interfering with the proper digestion of other matters.

In a well-ordered mind the facts remain, and points are, as it were, pigeonholed in such a way that they can be brought out immediately when required. There are untidy brains, in which the objects of knowledge are confused and not ready to hand, so that they may turn up at unexpected moments, but not just when wanted, in the same manner as there are untidy drawers, wardrobes and rooms; and to cultivate a habit of mental order as well as one of physical order should be the earnest desire of every mother and teacher.—*Home Notes.*

ENGLISH IN THE HIGH SCHOOL.

BY JAMES W. ADAMS.

I WISH to call the attention of teachers to a list of books adopted for high school reading by conferences of leading teachers of English in the eastern, middle and the northern central States. The list consists of two parts (*a*) "a series of books for general reading, which may be also used as a basis for work in English composition;" and (*b*) "a limited number of masterpieces for thorough and critical study." One leading purpose in these conferences was to secure uniformity in the entrance requirements to colleges in English, and the lists have been adopted by many colleges.

The second list alone is recommended for class-room work. Of the first list the Chicago conference recommends that there be required in the entrance examinations "such further tests as seem suited to secure a careful reading of all the books prescribed."

The lists are as follows. For general reading and composition work:

1896. Shakespeare's A Midsummer Night's Dream; Defoe's History of the Plague in London; Irving's Tales of a Traveler; Scott's Woodstock; Macaulay's Essay on Milton; Longfellow's Evangeline; George Eliot's Silas Marner.

1897. Shakspeare's As You Like It; Defoe's History of the Plague in London; Irving's Tales of a Traveler; Hawthorne's Twice Told Tales; Longfellow's Evangeline; George Eliot's Silas Marner.

1898. Milton's Paradise Lost, Books I. and II.; Pope's Iliad, Books I and XII.; The Sir Roger de Coverley Papers in the Spectator; Goldsmith's The Vicar of Wakefield; Coleridge's Ancient Mariner; Southey's Life of Nelson; Carlyle's Essay on Burns; Lowell's Vision of Sir Launfal; Hawthorne's The House of Seven Gables.

For minute and critical study:

1896. Shakespeare's The Merchant of Venice; Milton's L'Allegro, Il Penseroso, Comus, and Lycidas; Webster's first Bunker Hill Oration;

1897. Shakespeare's The Merchant of Venice. Burke's Speech on Conciliation with America; Scott's Marmion; Macaulay's Life of Samuel Johnson.

1898. Shakespeare's Macbeth; Burke's Speech on Conciliation with America; De Quincey's The Flight of a Tartar Tribe; Tennyson's The Princess.

Since the books given in the above list for 1896 will be used in the entrance examinations of so many colleges and universities next year, it seems desirable that these books be used, so far as this can be made to conform to plans already laid, by pupils in the highest grades of the high schools this year. It will undoubtedly seem to many teachers that other books than those suggested will do as well or better; yet the importance of uniformity, of having carefully edited texts, and of conformity to uniform entrance requirements to colleges, will plead strongly for the adoption of these lists. It will be noticed further, that in the lists of books recommended for class-room work, there is considerable repetition, leaving time for the reading of other books than those recommended.

As to the matter of reading, what is good reading, and how may it be secured? If it be true that "the style is the man," then it is true also that the reading is conditioned by the man. An ignorant person cannot read as if he were an intelligent one. And I may assert that one of the first requisites of good reading is *knowledge.*

Just here there is great danger that the work of the reading lesson may be diverted from its proper channel, and that the reading class may become, instead, a general information class. This tendency has shown itself in series of so-called "Readers" that were simply popularized text-books in different branches of science. It must be emphasized that the purpose of the reading lesson is to teach pupils to read, and the gathering of information

must be strictly subservient to that purpose.

What kinds of information, then, may properly belong to the preparation of the reading lesson? One, certainly, is knowledge of words. The reading lesson is not properly prepared so long as one word remains in it over which the pupil will stumble for an instant when he comes to read the lesson in class. It is not sufficient that the word be found in the dictionary and one of its possible meanings committed to memory. It is not sufficient that the *proper* meaning be learned. The word itself must be so fixed in the consciousness that no surprise or hesitation arises when it is met again. This distinction between learning about a thing and learning the thing itself is one worthy of special emphasis.

The high school pupil should learn, further, to compare the values of related words. The book of synonyms (such a one as Soule's) is an important part of a high school library. By its constant use the pupil's familiarity with words may be furthered, his vocabulary rapidly increased, and his instinctive choice of the best word cultivated. Suppose, for instance, the lesson is the opening part of Webster's first Bunker Hill oration. The pupil finds in the first paragraph the word "impulses," which may be new to him. He finds at least a half-dozen synonyms of the word, among which he concludes, perhaps, that those most nearly related to it are "feelings," "motives," "influences." Placing in comparison these words and that chosen by Webster, the pupil becoms to some extent familiarized with, it may be, three new words—*N. W. Journal of Education.*

TEACHING LANGUAGE.

CHILDREN must think well before they write well.

Children should have something to say before they talk.

Children talk best about what they see.

Children will talk about what they wish more readily than what we wish them to talk about.

Chlldren will talk with each other better than with you.

Children use all parts of speech of their own before they are four years of age.

A child's vocabulary will grow as fast as he has any desire to use it.

A child will usually talk fast enough if you let him talk as he wants to.

When a child can write easily he likes to write.

The aim to have the child make perfectly formed letters by drawing the lines in the letters, makes it impossible for them to enjoy writing.

Never teach penmanship in connection with early composition writing. A child's attention must be upon his thought rather than his pen.

The correct formation of the letters must be established by his penmanship lessons.

There must be much and frequent writing before it will be enjoyable.

Writing language should be incidental rather than formal, a luxury instead of a task.

SCHOOL PLAY-GROUND.*

ITS CHARACTER AND INFLUENCE UPON CHILD-LIFE.

BY JAMES A. STEESE.

IT has come to be a proverb to say, "All work and no play makes Jack a dull boy," and yet where can you find any work more exacting than the games of children upon the play-ground? It is characteristic of man to seek amusement, and as civilization advances we find people taking more leisure for recreation in games, and finding in amusements that relaxation from the constant attention to work which their nature requires, to prevent degeneration into mere machines. The Olympic games, the most celebrated of the national festivals of Greece, were a curative of the national disorders of the State. The intense physical training in the contests for the honors of the sacred olive no doubt had a great deal to do with the mental force of that intellectual people, and it is not too much to say that the influence of the Olympic games preserved the nationality of the Grecian race. The notion that there was any good to be derived from play does not seem to have occurred to our Pilgrim Fathers. They looked with disfavor upon all worldly amusements, but could they know that the two leading colleges founded in

*A paper read before the County Convention of Teachers and Directors, at Carlisle, by James A. Steese, director from Mt. Holly Springs.

New England are now centres of games in school life, they might undergo a change of opinion on the subject.

Education includes the development of all the powers of man. The school does but a part of this work. The home educates, the street educates, society educates, the play-ground educates. Let us then ask, What are the influences of the school play-ground? In our own town, we have two play-grounds, one of large size, but the other containing not more than a half acre, with two buildings in the centre—a very bad arrangement. I remember attending a country school, where the school lot was along a roadside, a narrow strip of land being cut out of a field, without a fence on the road, so that practically the road was the play-ground, the play being subject to frequent interruptions from passing teams. There was no apparatus in the school, and of course none on the play-ground beyond what the pupils furnished for themselves. Recently, I had the pleasure of seeing a model play-ground on a visit to Eddington, in Pennsylvania, where the Industrial school is located. The buildings stand upon an eminence, and the grounds comprise several acres, sloping gently towards the south, forming a splendid field for playing the various games of ball, of which the three hundred boys seemed passionately fond. The situation of the play-ground is elevated, allowing the air to circulate freely and the sunshine to get a chance to give the faces of the boys the hue of health. In many places, especially in towns, the conditions cannot well be changed; but where a new school house is to be built, we should look to the healthfulness and the beauty of the location, that the pupils may not sacrifice their health to get an education, and that their ideality may be cultivated by observing the beauties of nature surrounding the play-ground. The larger the grounds of course the better, say at least an acre of ground, if it can be procured, for the average district school.

Directors should exercise the same taste in preparing the school grounds that they do in making their own homes beautiful and comfortable. I would suggest some such improvements as are found in pleasure grounds, for the amusement and diversion of the pupils—shade trees, retreats, perhaps rustic seats and other simple and inexpensive appliances. The chief object should be to have the grounds as large as possible, with the buildings at one end and the trees planted along the outside limits. As for apparatus for play, the pupils will find it if they are furnished a spacious play-ground. In order also that the full use of the play-ground may be enjoyed, I would favor increasing rather than lessening the play-time of the pupils. The principal of our high school last year made the experiment of giving an hour to his first class and adding it to the end of the session, with good results, and for town schools I think the idea is a good one.

The necessity for the school play-ground arises from the nature of the child. Children require play. I have looked in vain in the encyclopædias for an article on play, or on the educational value of play, outside of the articles on the kindergarten. But if, as has been said, the most important knowledge is that which is necessary for the full development of our bodies and the preservation of our health, then the school ground plays an important part in our common school system.

What then are the influences of play upon child life? The most important influence is in the matter of health. The health of our pupils should be the first consideration. The physical strength of the youth in our schools should be maintained in the perfect condition of a race-horse or an athlete, if he is to get out of life all there is in it. How many hours can a man study continuously and retain his health? Probably from six to eight hours are all that the best-endowed can endure, and in the case of children there should be a rest of an hour between every two hours of study; and it is for this reason I would favor a lessening of the hours of study. By the exercises of the play-ground the brain has a chance to recuperate, and the return to study is made with rested brain and renewed energy. In the intermissions the teacher should see that the pupils have plenty of exercise which promotes the circulation, without overdoing the play. The fact is that play can be overdone.

Just here I am reminded of the objections raised against foot-ball, but the players themselves have been the first to demand that the rules be changed so as to avoid these objectionable features, and no doubt such modifications will be made as are demanded at the bar of public opinion. Notice the splendid physical

condition of college boys active in athletics! These games which they so much enjoy help to build up strong constitutions, develop their muscles, and keep them in a good state of health. So let them play foot-ball, with this friendly caution that fair-play, good nature, and true manliness, are as noble qualities on the ball-field as elsewhere. The first condition of success is good health; a fevered body causes a fevered condition of the mental faculties. We really put tasks upon our children we would not think of imposing upon young animals we are training. Isn't it about time that some of the common-sense methods used in the training of race-horses be applied to the training of our children. Perhaps some may take offense at the association of animals and children in the comparison; but I submit, while not decrying the great importance of horse-training, that the rearing of well-grown men and women is also of some importance, and I believe that an injury is done to pupils by a too limited use of the play-ground. It was this feeling that led General Garfield to say: "I, for one, declare that no child of mine shall ever be compelled to study one hour, before he has deposited under his skin at least seven years of muscle and bone."

The educational influence of the play-ground upon child life should not be overlooked. The object of education is to train the powers of the child for the duties of life. Some pupils seem to be the victims of every passing whim, and cannot concentrate their attention upon study. If the lesson iooks hard they imagine they are powerless to master it. The excitements of the play-ground ought to act as a corrective of this condition. It must not be supposed that only the physical powers are trained by exercise on the play-ground. Any one who has witnessed a game of ball must have observed that mental as well as physical qualities were called into play. A mind trained by the games of the play-ground to quickness of perception, and accuracy of judgment, has taken a long step in the direction of promptness and capacity for the conduct of the business of life. The child should be taught the developing power of play, so that he may not simply regard play as a pastime, and when a child understands its educational value its interest will be increased in the play.

The intense rivalry of the play-ground builds up in the pupils that persistent power of attention without which no one can be a successful student. The efforts put forth in a game of ball give strength to the mental and physical powers, teaching the secret of continuous effort to accomplish any result. The training of games also assists in the acquirement of dexterity, precision, and accuracy of all the powers. The exercises of the play-ground have a tendency to cure that fickle-mindedness which merely glances at a study instead of mastering it. In fact many of the studies of the school course are after all principally used for meutal training; and is there not the same drill in some games?

The discipline enforced upon the school grounds is more strict even than that of the school, and its influence upon the child far reaching and permanent, because it is self-imposed by the children themselves. I am sure no such discipline kept up anywhere as is often maintained in the games of children. Watch that boy behind the bat; he would rather miss his lesson in school than fail to "catch" the ball. The organization of a boy's game of ball is perfect; every one is active and alert, each attentive to the work in hand that his side may win. Now, if we could somehow make study partake a little of the nature of play, would the educational result be any less valuable! Can we not use the principle involved in play in acquiring knowledge? With a dissected map of Pennsylvania children learn in very short time the names, shapes, boundaries, and position, of all the counties of this state, besides the county seats, principal cities and towns, rivers, etc. The same can be done with the map of the United States, and natural history and chronology can also be taught with games. Is the geographical or historical knowledge any less valuable because learned through the medium of a pleasant game and learned so thoroughly as never to be forgotten, or is it better to sit at desk lolling over books so as to learn just enough to pass the examination?

Children will often learn more in a few games than in weeks of inattentive conning of the books. A noted teacher once said: "School Committees would summarily dismiss the teacher who should have the good sense and courage to spend three days of each week with her pupils in the fields, and woods, teaching them the names, peculiarities, and uses of

rocks, trees, plants, and flowers, and the wonderful stories of the animals, birds, and insects which fill the world with life and beauty. They will applaud her for continuing to perpetrate that undefended and indefensible outrage upon the laws of physical and intellectual life, which keeps a little child in silence, in a vain attempt to hold its mind to the words of the printed page for six hours a day. Herod was merciful, for he finished the slaughter of the innocents in a day, but this practice kills by the savagery of slow torture." The school play-ground is a mimic world, in which the events of after years are often strikingly pre-acted.

It is perhaps beyond the reach and ken of mortal to fully trace those subtile forces which imperceptibly touch and mould our lives; but if it were possible to trace the influences that have formed the dominant traits in the characters of the mature men and women of to-day, how many of us could see a golden thread running through our lives and reaching back to the old school play-ground, with its embryonic struggles and rivalries, which were but prophetic of the sterner contests and competitions of the years to come.

The great Napoleon on the play-ground of the little school of Brienne exhibited in his early youth those peculiar characteristics which were so prominent in his character in later years, his self-reliance, his independence of the established customs, his determined purpose to control his own course of action regardless of the taunts and abuse of his playmates, which he returned with stones and blows, were but repeated in his after-life—and similarly our own Washington, with his little company of soldiers on the play-ground, displayed those elements of character which made him the great commander-in-chief of the American forces in the War of the Revolution.

Happy indeed is the child whose school days are passed in a school where love and good sense preside, and where the work of the school is brightened by a pleasant school play-ground. As Directors we can do much to give each child the best preparation for a successful career—a bright, happy childhood; and one of the best means for doing so is to furnish the very best play-ground we can afford; and the pupils will do better work in school from having pleasant associations connected with their duties.

THE CARE OF WOODLAND.

BY W. A. BUCKHOUT.

THERE have been several severe wind storms during the summer and early fall, and an unusual number of trees have been blown down. Even a casual observer must have noticed two things about these trees: first, that they were almost entirely our red and black oaks, and second, that they were more or less rotten at the heart.

Closely examined, many of them show along their trunks defective spots which indicate the decay within. But it is often quite a surprise that trees that appear as though they would keep on growing for many years longer should so easily topple over in a storm. The red and black oaks are much more subject to disease, and hence to early failure and destruction than are any others, but, in large measure, the difficulty arises from the fact that, in our valley woodlands especially, the oaks are almost all from sprout growth. Very few are from seed. Sprouts are of deceptive value because they grow very rapidly for a few years and overtop or crowd out everything else. But they soon change in growth rate and will never make trees of full size. They not only fail to develop a strong independent root system, but are peculiarly liable to become diseased. This comes primarily from the old stump, and naturally is exerted along and up the centre of the trunk, slowly destroying the heart wood. Owing to the greater ease and quickness of the early growth of the red and black oaks, and the frequent culling out of the white oaks for various purposes, our valley woodlands are, unconsciously, undergoing a marked change in varieties of trees; the poorer kinds being left in very large proportions.

There are many places where, for various reasons, it seems desirable to keep up a bit of woodland. To have the best and most productive it is necessary to exercise some care in the varieties of trees, and this can scarcely be done without some labor. Some kinds, like the pines, make fair headway by natural seeding, where conditions are favorable; but the white oaks do not, as a rule. Their acorns are too easily destroyed, and the seedlings require some protection.

It is possible, however, to secure them by planting acorns directly in the wood-

land wherever the trees are not too thick. In the fall and early winter is the best time to do this, using some heavy tool to make an opening in the ground or among the rocks sufficient to allow covering the acorn and thus prevent—not freezing, but the rapid thawing after freezing, as well as the drying out, which are so fatal to those which germinate on the surface. The spring will answer for this very well, provided the acorns have been kept slightly moist by burying them in the ground. A few days of exposure to a dry atmosphere, no matter how cool, is sufficient to destroy their vitality.

A reasonable amount of care in planting and of subsequent protection will enable any one to slowly restore his oak woodlands and make them much more productive than they now are.—*Notes from Pennsylvania Experiment Station.*

TRAINING IN MORALS.

BY JOSEPH H. CROOKER.

THE fact is, that our public schools, without text-books on ethics or formal moral instruction, are efficient training schools of character in many ways.

Moral lessons are impressed upon the pupil by all the educational material which he there uses. Moral sentiment is held in solution by the reading books, which are full of the choicest specimens of the world's literature. In every mathematical operation, the necessity of exactness, fidelity and veracity is enforced. In historical studies, moral laws are illustrated upon a large scale, and moral qualities are made impressive by the lives of great men. All these facts are sources of moral influence which play continually upon the pupil's nature like a tonic breeze. And this training is all the more efficient, because it comes informally and operates independent of any preachment. To remind children continually that they are in this way becoming moral, would destroy that good influence and arrest their growth in character. To turn away from this vital training to a set exercise, observed for the sake of being good, would be a great misfortune. It would make our schools far less moral.

The discipline of the school in itself also affords a very precious training in morals. We doubtless seldom realize how much is gained for higher civilization by the attendance of a child for ev years upon our public schools. he is put during his formative pe: life into an atmosphere and under cipline which afford him training in all the rudiments of good citize Let us enumerate a few of them: tuality and habits of order, the le: obedience and reverence for the righ feelings of others as human being sanctity of property and the neces truthfulness; a manly bearing a spectful speech; the consciousness dependence, tempered with the re tion of commercial interests and c tions; the steadiness of purpose cult by task-work, and the importance o: ity illustrated by every recitatior sentiment of equality and the feel justice enforced by the constant pr of experience;—these and other qualities of highest moment are f being imparted by the vitalizing tions of the school.

Finally, the personality of the tea the chief source of moral influence. presence of the teacher, if a proper for the position, is worth more t thousand text-books, though the may be as good as the Sermon c Mount. In the casual judgments the teacher passes upon person events; in the patience and self-c which he exercises upon himsel which spreads from him by a subtl tagion until it infects with moral every pupil; in the looks of approv disapproval with which he meets t havior of children; in the decisic passes upon the conduct of those his control; in the tones in wh speaks to the dullest and most timi in the forgiveness which he enjoir practices; in the veracity which l plays and the sincerity which he in in the kindness which he bestow the self-sacrifice which he recomm in all these acts and attitudes, th teacher makes his school a school plied morals where characters really

Shall, then, our public schools t formal moral code? Rather let possess a moral atmosphere derive the personaiity of the teacher. Fo is only one way to increase the power of the school, and that is, creating didactic machinery, but vesting in noble teachers. Place a I Mann or a Thomas Arnold in a s room, and that school will posses

moral power than resides in all the ethical hand-books in the whole world. We must, then, put our faith and our money into teachers of the very highest character; and we may be sure that where they are there will be moral culture, ripening noble manhood and womanhood. Far more powerful than every thing else is moral life itself.—*Westminster Review.*

JUDGE DIFFENBACH.*

HON. H. C. HICKOK.

THE notice of the late Henry L. Diffenbach in the November number of *The School Journal*, was furnished upon request, and being hastily penciled to catch the next mail, it inadvertently drifted into a crude and imperfect analysis of his marked individuality, instead of giving a record of his public services.

To correct this seeming injustice, we state now that on retiring from the School Department January 21, 1855, he returned to Lock Haven, and, in his capacity as School Director and President of the Board, set to work to reorganize and redeem the common schools of that borough, on lines marked out by the school law of 1854, which he had helped to frame and pass, and so vigorously did he "push things" that on the 10th of July he issued an address to the public, signed by every member of the Board, reporting what had been done. The following extract from that address illustrates the energy, sagacity, and fearless independence which were very marked traits in his character:

"The Directors are determined that the common schools of Lock Haven shall be equal to any in the State, and far superior to any heretofore maintained in the place. To carry out this purpose, they have employed the most competent and experienced teachers they could obtain, to whom they pay liberal salaries, and who they believe are equal in their profession to any others. Globes, outline maps, charts, cards, etc., have been purchased for the use of the schools, and a series of books (a list of which is attached) of the most approved character has been designated, as required by law, for use in the schools. No others will be allowed, and pupils will be required to use such of these books and pursue such studies as the teachers (subject to the control of the Directors) shall direct. The school-house has been completed, the grounds pertaining to it substantially fenced, and everything else has been (or will from time to time be) done to render the schools efficient, profitable and pleasant to the pupils in attendance.

"The schools can never be efficient, or eminently practicable or profitable, or even scarcely worth the money expended upon them, unless they are kept in permanent operation. We, therefore, have decided to keep them open ten months (that being the utmost limit of the law), during the present school year. This, together with the cost of the elegant new school-house which has been erected, the failure of former boards of Directors to pay all the debts they incurred, the purchasing of globes, maps, etc., has compelled us to levy a higher tax for the present year than may at first sight prove pleasant to you. But when our purposes are properly understood, and when our schools begin to produce the good fruits which we know they will produce even in a short time, we feel confident our action will be cordially approved by you, and with great unanimity. This much, at least, we will pledge you:—to give you superior schools or an opportunity to elect a new Board of Directors; but lest we be misunderstood, we will add that we cannot consent to surrender until a fair opportunity is afforded to test the efficacy of the measures we have adopted, by the results they produce after due trial. We certainly could never feel justified, if, in the execution of the trust reposed in us, we failed to give the growing and important borough of Lock Haven schools which would compare in every respect with those of the other important towns of the State. If properly maintained, our schools will soon be the pride of the borough, and to accomplish this end no efforts on our part will be wanting."

The common schools of Lock Haven, under this reorganization, took rank from the very start with the best schools of this grade, and have maintained their prestige and usefulness ever since. The special significance of this radical and sweeping reform consisted in the fact that it was without precedent in the history of the State, and could not have been made under former school laws, because they

*Mr. Diffenbach was for some time Associate Judge of Clinton county, by the appointment of the Governor.

did not contain grants of power which are only to be found in the school law of 1854, the *Magna Charta* of our common school interests. To supplant a feeble and inefficient three months' school term with a full-fledged term of ten months, and a corresponding increase in the tax rate, was a very bold move at that early day.

What was done in Lock Haven in 1855-56, could have been done in every other borough in the State,* and proportionately in every other School District, if the Directors had chosen to carry out the provisions of the law. In the borough of Warren it was done, under the Presidency of S. P. Johnson, Esq., the leader of the Warren county bar, who, on examining the new law and realizing at a glance its immense possibilities, proceeded to reorganize the schools, up to and including the High School grade, with French and German in the course of study. The maximum tax of 26 mills on the dollar was levied, money borrowed, a school-house built, and all needed appliances furnished. When alarmed and angry taxpayers remonstrated, he told them to go to work to earn the money to pay their tax, and not come there to bother him when he was trying to serve the public interests. One year later Scranton fell into line, after a memorable struggle with difficulties that were bravely overcome, soon followed by Hyde Park; but most boroughs waited several years before taking action, and much valuable time was thus lost.

Prior to this, April 16th, 1855, Mr. Diffenbach delivered an address on Normal Schools at the opening of the Normal and Select School at Howard, Centre county, which was under the management of such accomplished and influential teachers as John H. Orvis (afterwards President Judge), Orrin T. Noble, and A. K. Browne. It was, of course, very practical, but cogent and conclusive—the first of its kind in that part of the State—and made a strong impression upon public sentiment throughout the West Branch region; and, through the efforts of these same teachers, contributed largely to the establishment, at a later date, of the State Normal School at Lock Haven.

In September, 1855, on the recommendation of Directors and citizens, without regard to party lines, State Supt. Curtin appointed Mr. Diffenbach County Superintendent of Clinton county to fill a vacancy. He accepted because no competent teacher was willing to perform its duties for the salary of $300. In an admirable address to the teachers of the county, which was very suggestive as to the duties of the office, he stated that he would hold the position only until the salary could be raised to an amount that would induce and justify a competent professional teacher to accept the position and faithfully perform its arduous duties; and he kept his word.

At the Legislative session of 1856, the House Committee on Education reported a bill to abolish the County Superintendency. At the previous session Governor Pollock had publicly announced that there should be "no backward step in common school affairs during his term." He had vetoed one bill to subvert the County Superintendency, and stood ready to veto any other hostile bill that might come into his hands. But this attack by members of his own party roused Mr. Diffenbach, and, in a trenchant communication to the Harrisburg *Patriot* over his initials, he handled the reactionaries in the House without gloves, in a style so pointedly *ad personam*, as well as *ad rem*, that it helped materially to hold the irreconcilables in check.

This is merely a glimpse of Judge Diffenbach's public record in connection with the common school cause. To do him justice, his public utterances, to which reference has been made, should be published in pamphlet form that they might speak for themselves; but that is not always practicable with public servants who have served the public better than they have served themselves. Such form of testimonial from the friends of education would, in every way, be highly appropriate.

In his lack of sympathy with public high schools and the colossal scale of our State Normal Schools, he but represented a chronic public sentiment that was at one time predominant and troublesome, and even yet has not entirely died away.

His remains were removed from Philadelphia to Lock Haven for burial. The funeral services were held in the court house under the direction of the Odd Fellows, and was one of the most remarkable demonstrations of its kind ever seen

* In the cities which had special laws it had already been done. In 1848 and earlier, Lancaster city, under the lead of Dr. Burrowes and others, had organized the schools with a term of ten and a half months.

in Lock Haven. One thousand children from the common schools had an appropriate place in the imposing cortege that escorted the body of their dead benefactor to its last resting place in the Hill Cemetery, a manifestation of public sentiment that speaks louder than verbal testimonies. At the late meeting of the County Institute a committee was appointed to receive subscriptions from teachers and friends of education to erect a suitable monument to his memory. There ought to be no serious difficulty in raising sufficient funds for that purpose.

It was a monumental service that Gov. Bigler's administration rendered to the common school cause when it framed and placed upon the statute book the great school law of 1854, the most important and potential in the whole course of our common school history, lifting itself above all that went before as Mount Washington lifts itself high above the lower peaks about it, or as Mont Blanc above the lesser Alpine heights—and without which all that came after would not have been possible. The history of our common school system has not yet been written, but when it is, the names of Gov. William Bigler, Francis W. Hughes, Charles A. Black, and Henry L. Diffenbach (taking them in the order of their official rank), will stand second to none for the impress which they made upon the educational policy of this great Commonwealth.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, FEBRUARY, 1896.

The best of men that ever wore earth about him was a sufferer, a soft, meek, patient, humble, tranquil spirit; the first true gentleman that ever breathed.—*Decker.*

'Ye may be ave stickin' in a tree, Jock; it will be growin' when ye're sleepin'.—*Scotch Farmer.*

E. C. SCHAEFFER. - - - - J. P. McCASKEY.

THE complete list of the Committees on Permanent Certificates of the counties of the State, appointed under the recent act of the Legislature, will be found in the official department of the present number of *The Journal.* The committees appointed for Allegheny City, Altoona, Chester, Pittsburg, Scranton, Wilkes-Barre, and Williamsport, in accordance with the act, are also named.

THE next meeting of the Department of Superintendence of the National Educational Association will be held in Jacksonville, Florida, February 18th, 19th and 20th. President L. H. Jones, of Cleveland, has arranged the programme, which presents the following general subjects for discussion: Problems of Detailed Supervision; How shall the Best Schools be brought to the People in the Rural Districts? Vocation of the Teacher; Co-ordination, Correlation and Concentration; Isolation and Unification as Bases of Courses of Study; Organic Relation of Studies in Human Learning; Some Practical Results of Child Study; Influence of the Kindergarten Spirit upon the Public Schools; Ideals in Education; What should the Elementary School do for the Child? the High School, the College, the University for the Student? Round Tables; Some Educational Questions pertaining to the New South.

THE portrait of Dr. Burrowes, which has been mailed to all Superintendents and to Principals of the State Normal Schools since the last issue of *The Journal,* is recognized by those who knew him as a most life-like picture, and as a work of art by everybody who appreciates artistic excellence in portraiture. "Old Doctor Burrowes! Old Tom! Why, he's *alive!*" was the exclamation of an old acquaintance of his, in whose presence, a few days since, we unrolled the picture as we talked with him of every-day matters. He was speaking gloomily of the weight of years and of the loss of strength and energy. But a glimpse of the well-known face woke him up wonderfully to the old life and the old times. His first vote had been "cast for Ritner." He had gone from Lancaster to Harrisburg with the *Anti-Masonic Herald,* was there when Dr. Burrowes was a member of the Legislature in 1832, had often been in his room at the hotel "to hear him play the bugle"—"and he could make it talk." He had known him nearly all his life, and his prompt and hearty recognition of the likeness, with his approving criticism of

certain features of the portrait as he studied and enjoyed it, was the best evidence of its fidelity to nature. We shall, within a few days, send to press an edition of ten thousand copies on plate paper for general distribution. Some delay in this edition has been caused by the printing of proof impressions on India and Japan paper.

AT the recent dedication of the magnificent Free Library, Art Gallery and Museum building, which Andrew Carnegie presented to the city of Pittsburg, he stated that he intended to set apart a million dollars as an endowment fund for the Art Gallery, and that he would also erect free library buildings in Carnegie, Duquesne and Homestead, suburban districts of Pittsburg. In his address on the occasion, Mr. Carnegie made the following notable remark: "To one to whom surplus comes, there comes also the question, 'What is the best use that can be made of it?' The conclusion forced npon me, and which I retain, is this—that surplus wealth is a sacred trust, to be administered during life by its possessor for the best good of his fellow men; and I have ventured to predict the coming of the day, the dawn of which, indeed, we already begin to see, when the man who dies possessed of available millions, which were free and in his hands to distribute, will die disgraced." Speed the generous day!

SUNDAY, January 12th, was the one hundred and fiftieth anniversary of the birth of Pestalozzi, and the schools of Switzerland and Germany had a grand national celebration of the event. On the monument to Pestalozzi, in Yverdon, Switzerland, is this simple story of his noble life:

To Pestalozzi, 1746–1827.
He lived like a beggar, to show beggars how they ought to live like men.
Savior of the poor in Neuhof.
Father of the orphans in Stanz.
Founder of the popular school in Burgdorf.
Educator of humanity in Yverdon.
All for others; for himself, nothing!

THERE are souls in the world who have the gift of finding joy everywhere, and leaving it behind them when they go. Their influence is an inevitable gladdening of the heart. They give light without meaning to shine. Their bright hearts have a great work to do for God.—*F. W. Faber.*

THE Washington *Pathfinder* recently offered a prize for the best original history of the United States in one hundred words. Out of 911 contestants, the prize was awarded to W. T. Gooden, of Pana, Ill., for the following: "The revival of learning, commercial rivalry, and religious zeal in Europe led to Columbus' discovery of America in 1492. Conflicting territorial claims and parental animosity involved English, French, and Spanish colonists in war, culminating in English supremacy in 1763. England's oppression alienated colonial affection, induced revolution, hastened independence. Common cause and danger begat colonial union; the weakness of the confederation demanded a federal republic. Party differences tempted legislation. Negro slavery precipitated civil strife, secession, emancipation, federal authority supreme; reorganization succeeded. Religious freedom, an unmuzzled press, invention, internal improvement and universal education have conspired to prosperity at home and honor abroad."

AMONG contributions to the Dr. Burrowes Memorial Fund, within the past few days, is one of seventy dollars ($70.58) from Dr. S. H. Albro, principal of the State Normal School at Mansfield, Tioga county, the contribution of students and teachers. We have assurance that the Normal Schools will average handsome figures.

THE reaction against the neglect of the ancient literatures in their great originals must come, and, if accompanied by progressive and living methods of presentation, this event will be for the good of humanity.

SOMETIMES one grows weary of the base world, crawling with selfishness, when he hears "poor souls" (a strong expression our mother was in the habit of using for narrow and niggardly people) criticise, and distrust, and condemn any laudable effort to honor the noble dead, or to give help to the living who need it. They are everywhere, and the heavy clog upon humanitarian effort everywhere. In church it is "begging," and outside it is "begging," when any more wise, or more generous, or more hopeful than themselves urge earnestly the claims of some great work, or labor earnestly in the interest of a good cause

—for which money is needed. Their thoughts never touch the hem of the garment of privilege—the high privilege of giving, of being in touch with immortality, and fellow-workers with the Divine. Such low-minded people cannot but die and be utterly forgotten. But the undying Christ survives, moulding the hearts of men more and more into the spirit of His teaching—which could come only out of Heaven—that "it is more blessed to give than to receive." And that he who gives out of a true, glad heart will have it come back to himself in "full measure, pressed down, running over," though the giving was done without shadow of thought of such blissful and blessed return.

AT Martha's Vineyard Institute, Dr. Payne, president of the University of Nashville and Peabody Normal College, gave the teachers a list of books that he considered the best educational classics. He placed Rousseau's "Emile" at the head. Here is his list without regard to order: Plato's Republic and Laws, Aristotle's Ethics and Politics, Quintilian's Training of the Order, Plutarch's Morals, Comenius's Public System of Prussia, Ascham's Schoolmaster, Locke's Principles of Training, Quick's Essays on Educational Reformers, Spencer's Education, Rabelais' Gargantia, Montaigne's Essays, Rousseau's Emile, Madame Necker's Progressive Education, Richter's Levana, Rosencranz's Philosophy of Education, Pestalozzi's Leonard and Gertrude, Froebel's Education of Children, Horace Mann's Lectures, and Page's Theory and Practice of Teaching.

HE who never connects God with his daily life knows nothing of the spiritual meanings and uses of life; nothing of the calm, strong patience with which ills may be endured; of the gentle, tender comfort which the Father's love can minister; of the blessed rest to be realized in his tender fatherhood.—*Canon Farrar.*

WISE resting is often the best preparation for wise working. There are times when a nap of fifteen minutes would give a preacher or a teacher better preparation for efficient service in his line of working than would an hour of tired studying. And many a mother who sits up late at night, in order to finish her day's work, would have less work behind-hand if she went to bed earlier and waked up fresher. Dr. Bushnell once once said, in counseling a young pastor as to his studies: "In your studying, work when you work and rest when you rest. Take hold sharp, and let go sharp." There is wisdom in this counsel. It has, in fact, passed into an adage, that "men who are fastest asleep when they are asleep, are widest awake when they are awake." "Dead and alive" people are practically worth nothing either dead or alive.—*S. S. Times.*

THIS waiting upon God is anything except the occupation of the idler. First of all, it furnishes for God the necessary element of time in the perfecting of our characters. *It takes time to make men and women.—Mills.*

TO Henry B. Norton, a contemporary has well said, the words of Lowell in grateful memory of Agassiz apply, and they apply with equal truth to other men and women who have been consecrated teachers.

We have not lost him all; he is not gone
To the dumb herd of those who wholly die;
The beauty of his better self lives on
In minds he touched with fire, in many an eye
He trained to truth's exact severity;
He was a teacher; why be grieved for him
Whose living word still stimulates the air?
In endless files shall loving scholars come,
The glow of his transmitted touch to share.

IN *The Normal Journal* just received, which is published quarterly from the Millersville State Normal School, and which is filled with interesting matter relating to the life and work of this great school, Dr. E. O. Lyte, the principal, says: "The sincere thanks of all friends of popular education, and especially of all friends of our State Normal Schools—and there is no true friend of the common schools who is not also a warm friend of the Normal Schools—are due to the editors of *The Pennsylvania School Journal* for their exceedingly interesting presentation of the relation of Dr. Thomas H. Burrowes to the State Normal Schools of Pennsylvania. Much of this matter was presented before this time, but in so fragmentary a manner as to be of comparatively little value. This compilation is a permanent contribution to the history of education in Pennsylvania.

"These articles are published at this time to assist the movement now under way throughout the State to erect a monument

to the memory of Dr. Burrowes on account of his devotion to the cause of public education and his great services to the State in behalf of the common schools. He deserves all the honor that Pennsylvania can give him, and the teachers and schools of our State will honor themselves more than they will honor him by the erection of a suitable memorial to the man who put the Common School System into successful operation and was the framer of the Normal School law."

DIRECTORS' ASSOCIATION.

THE State convention of School Directors, which met at Harrisburg on Wednesday and Thursday, January 8th and 9th, was an new event in the educational history of Pennsylvania. The discussions were marked with great earnestness and with a laudable desire to get at the truth on all the questions which came up for consideration. Especial credit is due to Mr. H. H. Quimby, of Montgomery county, whose unflinching perseverance was at last rewarded by a meeting of delegates from more than twenty counties.

One topic which engaged the attention of the convention and met with very hearty approval by most of the delegates, was the centralization of the schools in rural districts and the free transportation of pupils from the remoter sections of the district. The plan has been tried with marked success in New England and in one district of Chester county in this State. Some of the reporters heralded the plan as destined to work a revolution all over the State. Its advocates cherish no such sanguine hopes. Near the large cities, where ground is very valuable, it may be cheaper to build additions to school-houses situated upon ample grounds than to purchase new sites and erect new buildings thereon. The plan makes grading possible and opens the way for better classification. In rural districts where the population is diminishing through the tendency to crowd into the centres of trade, the attendance sometimes dwindles down to four and five a day; hence it is sometimes a saving of money to consolidate such schools by providing free transportation to the pupils whose school is closed.

In any event the matter of consolidation and free transportation calls for the exercise of good judgment and sound common sense from both patrons and directors There are very many districts in which i is not at all feasible. To try it in any lo cality before the people are ready for it can only result in dissatisfaction an harm.

The feeling was general that the boy and girls in the country deserve as goo an education as those living in cities an boroughs. To make this possible th convention recommended suitable legisla tion, so that where it shall seem desirabl such action on the part of Directors ma have definite authority of law.

Perhaps the most important action o the convention was the appointment of legislative committee composed of som of the most experienced and level-heade Directors in attendance. It will ce tainly be conducive to the welfare of th schools if the new laws proposed at th next session of the legislature are scrut nized by men like Hugh B. Eastbur now a member of the Doylestown Scho Board and formerly superintendent the schools of Bucks county, and othe equally earnest and with like devotion the best interests of the public schools.

The State Teachers' Association h for years elected a Legislative Committ at the annual meeting. At the meeti held last summer, it was resolved that ea County Institute be requested to elec similar committee for the purpose of a ing the State Committee. Organizati is the watchword of the Anglo-Sax race. "Whenever three Americans mee said a keen observer from the other s of the Atlantic, "they organize by ele ing a President, a Secretary and a Tre urer." Great good may be expected fr the thorough organization of the edu tional forces of the Keystone State.

In the discussion which follo Deputy Supt. Stewart's eloquent plea an increase of the school term, the f was brought out that, in the legislat contest by which the minimum term raised from five to six months, the me bers who voted against the increa hoping thereby to please their consti ents, failed to be returned, whilst th who voted for the increase have been a to face their constituents ever since. the end the friends of progress are alwa on the safe side.

Our thanks are due to the Secreta Mr. Roland Thompson, for a copy of t minutes, and to Miss Mary Y. McRey olds, for a copy of her notes in shorthan

SANTA CLARA COUNTY
TEACHERS' LIBRARY

by the aid of which we are enabled to present the very full report of proceedings found elsewhere in the present issue of *The Journal.*

UNCONSTITUTIONAL.

DECISION OF JUSTICE WILLIAMS AS TO THE PITTSBURGH LAW.

TWO school bills enacted by the last Legislature and relating to public schools in cities of the second class, have been declared unconstitutional by the Supreme Court. One of them was intended to repeal the local laws relating to the Pittsburgh schools, and the other was intended to change the method of levying the taxes and electing the members of the Board of Control. The decision leaves the school system of Pittsburgh undisturbed. Justice Williams, who delivered the opinion, said:

"The common school system of this State is the creature of the school law of 1854. It was intended to cover the State, to be administered under general laws, and to be fostered and sustained, in part, at least, by public moneys paid out of the State Treasury.

"In the city of Pittsburgh this general system was somewhat modified by a local law, passed in 1855. It was again modified by another local law in 1869, and the system was well understood, was easy of management, and secured to the people of each district that measure of local control over the schools which it was the purpose of the general law of 1854 to give. In 1895 the Legislature undertook to overturn this system and substitute another in its stead. An act was passed to regulate school district affairs and repeal all local and special laws inconsistent therewith. Another act was drawn to apply to Pittsburgh, providing only for the repeal of the two obnoxious local laws, those of 1855 and 1869. These bills were passed and signed by the Executive the same day. What is their effect upon the common school system of Pittsburgh? The court below held that the first of these acts was unconstitutional and void, but that the second, or repealing act, was valid. This led to the conclusion that the old system was effectually overturned and that no new one had been provided to take its place; and it left the Boards of School Directors and the schools under their care in a state of perplexity and confusion calculated to impair if not practically to destroy their usefulness.

"The right of the Legislature to provide different modes for the collection of school and county taxes in different cities has been under examination in many cases. In every instance we have observed the same rule, saying that the effect of classification must not be carried beyond its purpose as declared in the original classification law, and that a law relating to any other subject, though embracing all the cities of any given class or of all the classes into which the cities are divided, is local and unconstitutional if the subject be one upon which local and special legislation is forbidden.

"The regulation of the affairs of school districts is such a subject. It is distinctly named in the list of subjects enumerated in the 52d Section of Article 3 upon which the General Assembly shall not pass any local or special laws. The Act now before us was passed to establish a local system. Its results were intended to be only local. It is, therefore, squarely within the rule laid down in the appeal of the Scranton School District, where the Supreme Court held that if an Act regulating the affairs of school districts either produces or may produce local results, it offends against Article 3 of the Constitution, and is, therefore, void. This Act of 1895 is beyond the power of the Legislature to enact, and is absolutely void."

As to the repealing act, Justice Williams says such a law is local within the meaning of Section 55 of Article 3, and the Acts of 1855 and 1869 are in full force, and the system of schools built upon them in Pittsburg has undergone no change.

CITIES AND BOROUGHS.

THE sixth annual convention of City and Borough Superintendents will meet in the assembly room of the High School building, Altoona, March 5th and 6th, at 10 o'clock. The officers of the convention are Supt. E. Mackey, of Butler, president; Matilda E. Booz, of Bristol, vice president; C. A. Babcock, Oil City, secretary; and C. F. Foster, of Chester, treasurer. We have just received from Supt. Addison Jones, of West Chester, the programme of the meeting, which is as follows:

PROGRAMME OF EXERCISES.

Thursday, 10 a. m.

Devotional Exercises—Rev. H. H. Stine, Altoona.

Opening Addresses—Mr. J. I. Kleffman, President Altoona School Board; Mr. B. M. Bunker, of Altoona School Board, and Supt. Henry S. Wertz, of Blair county.

Address—Supt. E. Mackey, Butler, President of the convention.

Discussion.

2:00 p. m.—Duties of the Superintendent Regarding the Election of Teachers—Supt. D. A. Harman, Hazleton.

Discussion—Supts. S. H. Hoffman, Columbia, and W. W. Rupert, Pottstown.

Round Table—How may the City Superintendent Help his Teachers: (a) In Discipline? (b) In Professional Reading? (c) In Methods? (d) In General Culture?

8:00 p. m.—Music—By Altoona High School.

Lecture—The Function of Nature in Education—Dr. M. G. Brumbaugh, Ptofessor of Pedagogy, University of Pennsylvania.

Music—By Altoona High School.

Friday, 9:30 a. m.

Devotional Exercises—Rev. J. E. Bell, Altoona.

Local Committees on Legislation—Dr. J. L. Synder, Allegheny City.

Discussion—Supt. J. W. Coughlin, Wilkes-Barre.

The Compulsory School Law Problem—Supt. C. A. Babcock, Oil City.

Discussion—Supt. R. K. Buehrle, Lancaster.

Reports of Committees, Election of Officers, Other Business.

2:00 p. m.—What and How Much Should be Taught in the Public Schools?—Supt. W. H. Hockenberry, Chambersburg.

Discussion—Supts. W. M. Benson, Huntingdon, and John C. Kendall, Homestead.

Round Table—(a) The Male Teacher in the Public Schools. (b) Arithmetic in the First Two Years of School. (c) Superintendents' Reports to Department of Public Instruction: (1) Statistical, (2) Written. (d) Promotion of Pupils: (1) Basis, (2) Frequency, (3) Conditions.

The following additional subjects for discussion have been suggested. They are placed on the programme so that any of them may be taken up if there should be time and inclination to consider them: Nature Study, Co-ordination of Studies, the High School Law, the City Superintendent and Public Sentiment, the Relation of the City Superintendent to Educational Movements, University Extension, Chautauqua Classes, Summer Schools, the Commercial Course in the High School, School Architecture, Value of Normal School Training, the Substitute Problem, English in the High School, High School Reports, Character Building in the Public Schools.

It has been suggested by several superintendents that a meeting be held on Friday evening. The committee believe that such a meeting may be profitable, but no programme is prepared.

County superintendents, principals of borough schools, Normal School principals, and others interested in education, are cordially invited to attend the sessions of the convention, which will be held in the assembly room of the High School Building.

State Supt. Schaeffer will be present, and will take part in the discussions.

Card orders for excursion tickets on P. R. R. can be obtained by applying to Supt. D. S. Keith, Altoona, Pa.

The following hotels offer reduced rates to to the members of the Convention: Logan House, $2.50 per day; Globe Hotel, $2.00; Brant House, $2.00; Central Hotel, $1.50 to $2.00; Arlington Hotel, $1.50.

Executive Committee.—Addison Jones, chairman, West Chester; W. F. Harpel, Shamokin, and J. A. Robb, Lock Haven.

THEIR REWARD.

INGRATITUDE OF THE PUBLIC TO THEIR GREAT BENEFACTORS.

IT is interesting to note the lack of appreciation, on the part of their cotemporaries, of those who have been the greatest benefactors of the State. This is is one of the phenomena of history. The words of the Master are as sadly true for the generations as for the city over which they were spoken: "O Jerusalem, Jerusalem, thou that killest the prophets, and stonest them that are sent unto thee!" The ingratitude of man, his conscious or unconscious rewarding of evil for good—even more than his cruelty—is the foul blot whose stain is everywhere upon the records of the race.

With what gratification one turns from this poor showing for humanity to men and women who have lived and died, and live forevermore in perennial blessing to their fellow men! Men who strove honestly, and with little thought of self-interest, to replace ignorance with knowledge and wisdom, evil with goodness, twilight and darkness with the noon-day light. They might fall and die, but the cause did not die with them. Their great lives passed into it to strengthen and cheer, and for all time the world is richer for their glorious self-sacrifice. They went down in the struggle, but in a winning fight and on the field of victory. Let us march in the ranks with these great men; not with the little fellows who are mercenaries at the best; with the men who are for all time, not with those who are for the passing hour of selfish interest and mere personal gain. The flag under which these heroes marched showed the lines always advanced. Leaders and men in the ranks might fall, and fall, and fall—to be

thought of, and talked of, and honored by comrades left behind, but the tide of battle never rolled backward.

This is the story of the educational movement in Pennsylvania. We have been struck, in reading an address by Judge Diffenbach—of whose great service to the cause Ex-State Supt. Hickok speaks elsewhere in this issue of *The Journal*—with the manner in which he presented this thought some forty years ago. It will repay reading, for the facts and the names which he quotes are historic. He says:

"While it is confidently claimed for our State that her school laws will compare favorably with those of any other in the Union, and for our people that they are as intelligent as any equal number of the population of any State or government on earth, they still do not bestow that minute care upon the subject which is essential to rapid and complete success.

"Our school system has been a pretty heavy drain upon the purse—so, at least, it has been viewed—and pocket patriotism is always exceedingly active. Prejudices are formed against men by persons whose judgments are affected by this latter motive, because of their efficient and energetic support of universal education, by common schools particularly, which induce those who entertain them to oppose with zealous vigor and tenacity any man who may be brought before the public for an office who has rendered himself conspicuous in retaining or imposing a cent of school tax. But the real motive for this energetic opposition is concealed, and the friend of education is as likely as any other to assist in his defeat.

"To the politician the cause of common schools has been as fatal as the fabled Upas tree. None of those who boldly entered its shadow have survived it. The Governor who signed the first school law sunk immediately thereafter, as though a millstone had been hung to his neck. Three of his successors signed bills improving the law materially, and making decided advance movements in the cause, and not one of them was re-elected. George Wolf, Joseph Ritner, Wm. F. Johnston, William Bigler, where are they? You will find their names to important school laws which, for their period, were excellent, and you will find that though each went into office personally popular, not one was elected after signing good school laws—while those Governors who did not do so were re-elected.

"And where is our friend THOMAS H. BURROWES, who has devoted a life to this cause. In politics he is not thought of—though, in common school matters, he is a very Cæsar.

"It is doubted whether an instance can be named where a politician survived a conspicuous position as a thorough friend of education. It is not argued that the men here referred to fell solely because of their advocacy and support of general education, and consequently of school taxes, but it is contended that such was a prominent cause of their fall."

OFFICIAL DEPARTMENT.

COUNTY COMMITTEES ON PERMANENT CERTIFICATES.

THE following are the names of the persons appointed on the Committees on Permanent Certificates, as authorized by the Act of Assembly approved June 28th, 1895, P. L., page 417:

Adams—Daniel Ruff, New Oxford; J. Dorsey Hunter, Gettysburg; Emma L. Weirman, Bermudian.

Allegheny—J. Q. A. Irvin, Etna; F. H. Powers, McKee's Rocks; Mrs. Lyde Purman Williams, Homestead.

Armstrong—H. H. Elliott, Freeport; J. O. Wolf, Neale; Myra Jackson, Apollo.

Beaver—Mary Aiken, New Brighton; Sarah E. Jackson, Beaver Falls; John A. Keys, Beaver.

Bedford—C. H. Bucher, Everett; S. A. Van Ormer, Saxton; Margaret McCleery, Bedford.

Berks—E. J. Conner, Boyertown; F. H. Hain, Wernersville; Mary Heins, Eshbach.

Blair—J. B. Brumbaugh, Clover Creek; Sallie C. Dutt, Martinsburg; Kate M. Stewart, Hollidaysburg.

Bradford—Thomas M. Stalford, Towanda; Samuel M. Huston, Franklindale; E. W. Morgan, Canton.

Bucks—Allen S. Martin, Doylestown; Margaret J. Moffat, Reigelsville; Lillian Rich, Edgewood.

Butler—L. F. Hall, Butler; A. F. Cochrane, Hoaker; Lottie V. Schoenfeld, Bruin.

Cambria—Annie M. Jones, Ebensburg; Annie McGlade, Gallitzin; John T. Glasgow, Mountaindale.

Cameron—J. J. Coleman, Driftwood; Sarah A. Meek, Emporium; Anna H. Rhoads, Emporium.

Carbon—James J. Bevan, Mauch Chunk; J. A. Noecker, Nesquehoning; I. K. Witmer, Lansford.

Centre—David O. Etters, Bellefonte; Chas. Lose, Philadelphia; F. A. Foreman, Centre Hall.

Chester—John R. Hunsicker, Downingtown; Susan C. Lodge, West Chester; Jacob K. Jones, Spring City.

Clarion—W. M. McDonald, East Brady; Alice E. Allen, Clarion; C. M. McNaughton, Rimersburg.

Clearfield—T. S. Marsh, Clearfield; J. L. L. Bucke, Houtzdale; Blanche Miller, Du Bois.

Clinton—C. E. Walker, Salona; J. C. Smith, Greenburg; W. H. Klepper, Lock Haven.

Columbia—A. U. Lesher, Berwick; Martha Borninger, Catawissa; Alice Edgar, Bloomsburg.

Crawford—R. S. Penfield, Cochrantown; Euphemia Haxton, Meadville; C. F. Chamberlain, Cambridge.

Cumberland—J. H. App, Shippensburg; Albert H. Swartz, Mechanicsburg; Mary Landis, Carlisle.

Dauphin—Ira S. Wolcott, Lykens; C. S. Davis, Steelton; Mary M. Vollmer, Harrisburg.

Delaware—Mary L. Dunn, Garrettford; Emma A. Brewer, Crum Lynne; Leon H. Watters, Media.

Elk—D. S. Driscoll, St. Mary; J. B. Reese, Ridgway; Ella L. Kime, Ridgway.

Erie—Thomas M. Morrison, Waterford; Mary Sterrett, Girard; James R. Burns, Erie.

Fayette—A. J. Gans, Point Marion; Lee Smith, Uniontown; J. L. Keffer, Dunbar.

Forest—Ida Paup, Tionesta; Nancy C. Morrow, Lynch; S. M. Whitmore, West Hickory.

Franklin—Samuel Gelwix, Chambersburg; R. T. Adams, Waynesboro; Sadie M. Parker, Mercersburg.

Fulton—Lottie A. Besore, Webster Mills; S. Lizzie Kirk, Clear Ridge; B. N. Palmer, Needmore.

Greene—A. B. Barnett, Ryerson's Station; Mary J. Pitcock, Waynesburg; O. F. Orndoff, Harveys.

Huntingdon—J. B. Boring, Huntingdon; S. W. McClure, Mt. Union; Jno. M. Drake, Saltillo.

Indiana—W. C. McKee, Blairsville; J. P. Archibald, Saltsburg; Edwin E. Bach, Indiana.

Jefferson—W. A. Henry, Brookville; G. L. Glenn, Lindsey; W. M. Brown, Big Run.

Juniata—Oden C. Gortner, Mifflintown; Mary W. McCulloch, McCulloch's Mills; Kate Dipple, Patterson.

Lackawanna—H. J. Hockenberry, Carbondale; Carrie A. Kenyon, Oliphant; M. J. Lloyd, Priceburg.

Lancaster—C. L. Arnold, Mount Jo Alice H. Bricker, Lititz; Mary Martin, La caster.

Lawrence — Geo. C. Thompson, N Castle; Letitia Elliott, New Wilmingto Mary Kenney, Enon Valley.

Lebanon—Charles K. Witmer, Lebano John L. Sherk, Coheva; Esther Kerse Millbach.

Lehigh—H. J. Reinhard, Catasaqua; S. Dicter, Allentown; P. B. Oswald, N Tripoli.

Luzerne—Robert Shiel, Pittston; L. Bierly, Hazleton; D. M. Hobbes, Ashley.

Lycoming—S. W. Furst, Jersey Shore; G. Dundore, Hughesville; Lizzie Bird, Mc toursville.

McKean—T. F. Driscoll, Lewis Run; B. Horton, Kane; T. E. Lytle, Bradford.

Mercer—T. S. Vickerman, Sharpsvil Alice T. West, Greenville; F. W. Mag Mercer.

Mifflin—W. F. Kennedy, Lewistow Katherine E. Harvey, Milroy; M. W. G rett, Newton Hamilton.

Monroe—W. A. Shafer, Stroudsbu Clara Van Gordon, East Stroudsburg; Ch S. Houck, Delaware Water Gap.

Montgomery—A. D. Eisenhower, Nor town; H. A. Markley, Norristown; Flore E. Sickel, Davis Grove.

Montour—B. L. Diehl, Danville; M. Madden, Danville; Margaret Love, Str berry Ridge.

Northampton—J. W. Elliott, Bangor; A. Richards, South Bethlehem; Jacob Ma Easton.

Northumberland—P. S. Bergstresser, T vorton; I. H. Mauser, Watsontown; Li Weaver, Sunbury.

Perry—John S. Campell, Marysville; S. Snyder, Duncannon; Newton J. Bri Green Park.

Pike—John C. Watson, Milford; James Molony, Matamoras; S. Albert Johns Milford.

Potter—W. F. DuBois, Coudersport; J. Gardner, Andrew's Settlement; Ellen H tington, Austin.

Schuylkill—Col. P. H. Monaghan, Gira ville; Harvey M. Rickert, Tower City; J Cake, Pottsville.

Snyder—C. L. Wetzel, Beavertown; R. Schroyer, Selinsgrove; I. L. Horma Middleburg.

Somerset—W. H. Kretchman, Berlin J. Brollier, Elk Lick; Ella K. Vogel, Sc erset.

Sullivan—O. L. Davis, La Porte; Julia Cronin, Du Bois; Chas. L. Lewis, Dush

Susquehanna—Geo. A. Stearn, Hartfc C. F. Thorp, Forest City; Mrs. I. M. Gr Montrose.

Tioga—M. F. Cass, Elkland; A. F. St fer, Wellsboro; Alice Hughes, Blossburg

Union—C. R. Neff, Mifflinburg; E. Hess, Cowan; J. O. Alleman, Lewisburg

Venango—C. E. Lord, Franklin; C. Donnell, Rouseville; Nellie Kern, Oil Ci

ı—C. C. Eaton, Warren; P. N. Os-
›ungsville; R. L. Armstrong, Shef-

ngton—E. B. Enoch, Washington;
ımrine, Beallsville; Annie Closser,
ıe.
:—G. W. Twitmyer, Honesdale;
·easy, Hawley; Clara T. Sutton,
le.
oreland—A. W. Powell, Latrobe;
iley, Irwin; Laura C. Cochran,
ırg.
ing—Adaline McKown, Tunkhan-
ıillian M. Child, Tunkhannock;
F. Osborne, Nicholson.
·W. A. Spate, Loganville; F. L.
, York; Mrs. Elma M. Snyder,
.

ıITTEES APPOINTED IN CITIES.

eny City—George A. Spindler, May
ey, and R. S. Orr.
a—Mrs. Annie E. Moore, Linda E.
and W. C. Reem.
r—Adelbert H. Adams, Emily S.
ıd Eva D. Caldwell.
ırgh—A. C. McLean, R. M. Cargo,
; S. A. Platt.
on—W. R. Graves, D. A. Stone, and
ı R. Stevenson.
;barre—George W. James, A. W.
d Lizzie A. Weir.
ınsport—Martha C. Thatcher, J. A.
ıd A. H. High.

RLISLE SCHOOL BOARD.

llowing is the reply of Deputy At-
eneral Elkins to a question of im-
to the School Board of Carlisle
d for his decision:

:E OF THE ATTORNEY GENERAL,
HARRISBURG, PA., *Jan.* 8, 1896.
ıTHAN C. SCHAEFFER,
Supt. Public Instruction.

am in receipt of your communica-
he 3d inst., enclosing letters from
Woods, of the borough of Carlisle,
what is the status of the Board of
›irectors of said borough since the
the local law by the Act of June 7,
'95 (P. L., 171).
fifteenth day of April, A. D., 1850,
ıs approved relative to the common
f the borough of Carlisle. This act
l, and provided a system in itself
regulation of the schools of that
The general law had no applica-
le the local act remained in force.
of June 7, 1895, above referred to,
unconditionally the local school
he borough in question. All the
powers and privileges conferred
school board under the local law
t the very moment of its repeal.
ctors elected under that law, and
subject to its provisions, were legislated out of office upon the approval of the repealing act. Since that time they have been acting as a de facto board under the general law. I am of opinion, however, that a full board of directors should be elected under the general law at the election to be held in February next.

How many directors each ward is entitled to is a question about which there is some doubt. I am informed that the borough of Carlisle is divided into four wards, and that at the present time each ward elects two directors. Why the number was so fixed under the old law does not clearly appear, and I am not familiar with the local proceedings which divided the borough into wards and fixed the number of directors. From the best information I can obtain, however, it appears that each ward is entitled to two directors. The act of May 8, 1854 (P. L. 618), provides for the election, in wards of cities and boroughs, of two qualified citizens as school directors, whose term of office shall be for a period of three years. The language of this act is perhaps broad enough to govern this case. The act of June 6, A. D. 1893 (P. L. 338), provides for the election of three directors in each ward of a borough consolidated under the provisions of this law. I take it, however, that this act does not apply, except in cases where two or more boroughs have been consolidated, as therein provided for. Inasmuch as Carlisle was not consolidated under the provisions of the act of 1893, I am of opinion that this act would not apply. While I now advise you that the borough of Carlisle is entitled to two directors for each ward, I am not unmindful of the fact that a very nice legal question is involved, which should be settled by the local courts, where all the facts can be brought out.

Very respectfully yours,
JOHN P. ELKINS,
Deputy Attorney General.

ITEMS FROM REPORTS.

BEAVER—Supt. Hillman: The County Commissioners have done the proper thing in fitting up an educational office. It consists of two rooms on the second floor of the court house. The walls are nicely papered and the floors carpeted. The teachers of the county appreciate this recognition of the educational interests on the part of the authorities of the county. The School Board of Patterson township have erected an enduring monument to their memory in the form of a beautiful four-room brick school-house. The dedicatory exercises on Friday evening, December 20th, consisted of a flag presentation, music, the formal handing over of the keys of the building to the School Board by the architect, and addresses by prominent educators of the

county. The citizens of the township manifested their approval of the action of their school directors by turning out *en masse* to the meeting. The dedication of the "Beaver College and Musical Institute" at Beaver, on December 3rd, was a notable occurrence. The building, which cost about $30,000, is a beautiful and commodious structure, erected on the site of the old college building which was burned down a few years ago.

BLAIR—Supt. Wertz: Our official visit among the schools of Logan township revealed the progress made on every hand by the energetic and wide-awake School Board of that district. Improvements to school property have not only been numerous, but important. The new house at Newburg, a suburb of Altoona, is the best and most comfortable single-room school-house in the county. It is 34x40 ft., brick cased, and finished inside with hard wood. The furniture and appliances correspond with the attractiveness of the room in every particular. The grounds are substantially fenced, and the out-buildings are convenient and well finished. The lot, house and furniture cost about $2,000, which indicates practical economy on the part of the directors. The schools of this district are doing good work under the efficient supervision of Supt. J. H. Cessna, and the able and conscientious corps of teachers. The County Institute was well attended; the instruction practical and beneficial.

BUCKS—Supt. Slotter: The new school-house in Haycock is a large, substantial stone building, neatly finished and well lighted, but without proper provision for heating and ventilation. The school is too large for one teacher, and it is to be regretted that the house has only one room. The Tinicum teachers are well organized and are doing good work in their monthly institutes. The directors and teachers of Yardley borough have arranged for a series of educational meetings to be held monthly. The first was held Saturday evening, December 28th. The questions, "What is Practical School Work?" and "The Parents' Relation to the School," were discussed at length by patrons, directors and teachers.

CENTRE—Supt. Gramley: Our County Institute was held in the court house at Bellefonte during the week beginning December 16. All but eight of the teachers were present. The instruction given was excellent, interesting, and I hope profitable and inspiring to our teachers. The list of instructors included Drs. Byron W. King, J. P. Gordy, and A. R. Horne, Supt. James M. Coughlin, Miss Margaret McCloskey, Profs. Albert and Gresh. The evening entertainments consisted of lectures by Mrs. Blair, Dr. King and Dr. Horne, and a musical concert by the New York Male Quartette. The institute was so well patronized by the educational public that the house was crowded at every session, and on several occasions scores of people had to be turned away. On Thursday the directo: annual convention and discussed : of appropriate topics. The conve: better attended than ever before, ar interest was manifested in the pro Supt. Coughlin addressed the me answered queries that were put to freely. The directors received ne tion on this occasion, and we will l results in consequence. A dele five directors was elected to attend Convention at Harrisburg.

CHESTER—Supt. Walton: The berg school, New Garden township making a remarkable record with ing Bank Fund. Since the date o tion this school has never sent in twenty dollars a month. To enco pupils in forming good habits of the local Director gave each child to start with. He declares it was five dollars he ever invested. O this term they collected thirty dol

CLARION—Supt. Beer: Local were held at Lawsonham, Decemb 8th, and at Curllsville, December 14th. Large audiences were pre the interest was good. The Cou tute was held at Clarion. Ever was present but two. Great int taken in the meetings by the peop

CLINTON—Supt. Snyder: Our C stitute was the principal educatic of the month. Instructors were, l Nelson, Byron W. King, Profs. C. l Geo. P. Bible, James J. Palmer, an N. Allen. In interest, enthusias tendance, the meeting was a suc organization of the directors of tl was effected, and the followin elected: President, Josiah McM Renovo; Secretary, Dr. T. C. C Salona.

DELAWARE—Supt. Smith: D month of December the Thornbur school was destroyed by fire. Th not known. It was a one-story br ing, not very substantial, and the had been talking of replacing it w one. The loss would not be so gr the fact that the furniture and appa all destroyed. These were of the proved patterns, and comparativel good organ was also burned. The have made arrangements with th of the Methodist church, near b use of the basement of the chur remainder of the school term. A ing will be erected as soon as poss

ELK—Supt. Deveraux: Local were held in the following distric port, Portland Mills and Wilcox. ings were well attended by teache izens, and great interest was man all. Local Institutes have becom feature in Elk county, to promot fessional growth of our teachers. pect to hold educational meetings all of the districts during the yea

FAYETTE—Supt. Porter: Local Institutes are still on the increase, both in number and in interest. Vital educational problems are being dealt with. Teachers are manifesting an educational enthusiasm hitherto unknown. Nearly every teacher has caught the spirit of the times, and the advancement of his or her school seems to be the all-absorbing theme. The Fairchance schools were closed for five weeks on account of an epidemic of diphtheria, but are now open. It is the unanimous testimony of teachers whom I have visited since the holidays that never before were they able to carry away so many practical lessons from the County Institute which they were able to use in their schools. Of 424 teachers, 400 were in regular attendance during the week, and the absentees, so far as I have been able to learn, were necessarily kept at home. The Directors' Association re-organized for the ensuing year, with R. F. Hopwood, Esq., of Uniontown, as President, and S. M. Wakefield, of Jefferson township, as Secretary. Rev. J. T. Neel, one of the delegates appointed by the President to attend the Directors' convention at Harrisburg, reported a profitable meeting. Our committee on "Course of Study" has its work in manuscript, and was authorized by the Directors' Association to have the same printed, the expense to be defrayed by an assessment of $3.00 upon each district.

FULTON—Supt. Chestnut: There seems to be a general spirit of improvement in the teaching of our schools. There is a much greater interest on the part of patrons and directors. Excellent work is being done in the local institutes. The County Institute was well attended, and very practical work was done. We had the best meeting of directors in our history. We feel encouraged in every way.

INDIANA—Supt. Hammers: Our County Institute was held during Christmas week. Of the 293 teachers employed 290 were present. The attendance, both of teachers and the general public, was unprecedented, and the exercises throughout were of a high order of merit. Among the instructors were Messrs. Schaeffer, Houck, Winship, Coughlin, Waller, Little and Hanson. The evening entertainments were all that could be desired, and drew large houses. Our schools generally are making very satisfactory progress.

LUZERNE—Supt. Harrison: During December I visited schools in Butler, Black Creek, Sugarloaf, Dorrance, Hollenback, Slocum, Nescopeck and Conyngham. It is gratifying to be able to report that in all these districts very satisfactory work is being done. Dorrance erected a new building at Stairville, and did it very creditably. Slocum was obliged to open a new school at Triangular Lake. Butler found it necessary to add one primary school at Drumo, making three schools in the village. Sugarloaf erected a good two-room building at Conyngham. The teachers of Sugarloaf have organized a Reading Circle and are holding monthly meetings. The schools throughout the section visited this month are generally supplied with dictionaries; and Hollenback has an encyclopedia in each school.

LYCOMING—Supt. Becht: Loyalsock school, in Upper Fairfield district, through the efforts of the teacher, E. B. Bard, raised a flag-staff one hundred feet high, and the P. O. S. of A. furnished a flag, which was unfurled, with appropriate exercises, November 22d. The feature of the winter's work thus far has been the stated monthly meetings of directors and teachers in a large number of the districts. Dr. J. F. Fleming, president of the Directors' Association for the past ten years, has done much to encourage and further the closer co-operation of teachers and directors in the county.

MIFFLIN—Supt. Cooper: During the month of December I completed my first visit to all the schools of the county. I have visited a few schools the second time. A number of teachers still complain that their work is hindered by the lack of a sufficient number of text-books. Prof. Myers has secured Chambers' Cyclopedia for the high school in Reedsville; the School Board made an appropriation of $10 toward the purchase. The Derry Board has put up new and substantial out-houses. Wayne and Bratton township continue the use of wood-stoves in a number of their schools. The schools in Bratton are large, three of them numbering sixty or more pupils. A few schools would be improved if the teachers were better booked in methods. Editor Fosnot, of the Lewistown *Democrat* and *Sentinel*, several months ago offered to present a Weaver organ to the school in the county that would collect the most votes (coupons) clipped from his paper. A number of our schools made energetic efforts to secure the prize. T. W. Lamer, of Brown township, and the high school of Lewistown, made commendable efforts, but Miss Margaretha Shaw, teacher of intermediate grade at the Toll Gate, in Derry township, was the victor in the contest, her school having over 1,700 votes. Mr. Fosnot put the organ in the school on the afternoon of New Year's day. Appropriate remarks were made by the teacher, Miss Shaw, Mr. Fosnot, Rev. Mr. Decker, Miss Mary McCarel, Miss Mary Shaw, and Prof. Kennedy. A good programme was rendered by the school. Everybody present, children and visitors, were happy; and the County Superintendent very much regretted that he could not be present on account of other engagements. Miss Shaw is a graduate of Bloomsburg Normal, a competent and faithful teacher.

NORTHAMPTON—Supt. Hoch: Two successful Local Institutes were held during the month. The schools visited show better work than last year. Moore furnished its schools with Butler's Reading Charts and

Johnson's Outline Maps, and built a number of double outhouses. Bushkill furnished each school with four Worcester's Academic Dictionaries in addition to Webster's International, and built a number of out-houses. Forks furnished all rooms with slate black boards. Plainfield has built new out-houses.

NORTHUMBERLAND—Supt. Shipman: The chief educational event of the month was the County Institute held at Sunbury. Day sessions were held in the court house, and evening sessions in Lyon's opera house. During the day sessions many were turned away for want of room. More interest is taken every year in the Institute by the public, directors, and teachers. In the part of the county where I visit the schools only five teachers were absent, three of whom were detained by sickness. Over 100 directors attended the different sessions; 80 were present on Directors' Day, and continued in session from 10 a. m. to 4 p. m. In addition to the discussions carried on by themselves, they were addressed by Prof. Geo. P. Bible and Supt. R. M. McNeal. As heretofore, several of our county teachers took an active part as instructors, doing excellent work and aiding materially in making it a real *Teachers'* Institute. Two hundred and ninety-five teachers were enrolled, not including any of the Milton or Shamokln teachers, a few of whom attended part of the time at their own expense. Northumberland borough has introduced White's New Course in Art Instruction, and will begin the work immediately. A New Year's dinner was given to the needy poor of the town by the school children. Teachers having a day off can spend it very profitably in these schools. Nature or observation work is prominent feature of the course.

SCHUYLKILL—Supt. Weiss: Our County Institute, held at Pottsville, was the largest and most successful ever held in this county. Seven hundred and fifty-five teachers were in attendance. We had a strong and popular course of evening entertainments, and first-class talent for day instruction. Teachers and citizens were delighted with day and evening sessions. Unusual interest was manifested by all in the instruction, addresses, lectures and entertainments.

SNYDER—Supt. Bowersox: Our Institute was a grand success, intellectually and financially. Our instructors were Dr. Schaeffer, Dr. Hulley, Profs. Alberts, Buckbee and Berkey, all of whom did excellent work. Our lectures were replete with gems of thought. For the Dr. Burrowes Memorial Fund $16.75 was raised, but, as all of the teachers could not be seen, we propose to swell that amount to larger proportions. All the teachers were present at the Institute, and fifty-two directors were present on Directors' Day, a greater number than has attended any one Institute on record in our county. The schools thus far visited are getting along finely. During the month I attended the County Institutes of Montour and Northumberland.

SULLIVAN—Supt. Meylert: The County Institute was a very successful meeting. All but three teachers were enrolled. The instruction, besides being practical and helpful, were also entertaining and inspiring. By unanimous vote the Institute recommended a graded course of study for the common schools of the county. Another year will doubtless find this plan in successful operation.

VENANGO—Supt. Bigler: Two successful Institutes were held during the month, at Clintonville and at Centreville. We have one appointed for each Saturday until the middle of March.

BRADFORD—Supt. Miller: Miss Minnie M. Powers has been elected supervisor of music for the public schools. Miss Jennie Simons was elected teacher of German in the high school. All the school buildings are crowded to their full capacity, the enrollment being greater by 200 than for the corresponding month last year.

DANVILLE—Supt. Houser: The month was more or less broken by Institute and holidays. Few visits were made by the directors. However, we are glad to note those of J. H. Montague, James McGill and W. E. Sanger. Fifty-eight visits were made by the patrons. The Board purchased a cabinet of weights and measures for each building, to accompany the new course of study in arithmetic just adopted.

HAZLETON—Supt. Harman: Miss Annie Metzger, teacher at Drifton, having resigned, the School Directors met in special session and elected Miss Carrie Schaeffer, of Jamesville, to fill the vacancy. She is a Normal School graduate, and comes well recommended. Some of our pupils wishing to prepare for a Normal School course, we have provided for them by establishing a class at Woodside, with Mr. Jesse Alden in charge. Christmas exercises were held in nearly every school in our district. I attended those held at Pond Creek. The programme consisted of songs, recitations and dialogues. The school-room was very appropriately decorated.

MT. CARMEL—Supt. Dean: Believing that progress is absolutely necessary, quite a number of our teachers are meeting regularly once a week, and considering one or two subjects under the Superintendent's direction, making themselves proficient in studies that do not fall within their grades. The work is voluntary, in addition to the regular and grade meetings. Several have already decided to attend the next summer session of the Summer School at the Philadelphia University Extension. We think the inducements are extraordinary, and we dare not neglect so rich a treat at so little cost. All true teachers of Pennsylvania should take advantage of the opportunity and go.

NEW CASTLE—Supt. Shearer: The Superintendent's best thought, outside of school

and office hours, has been devoted to selecting a pedagogical and a school library. Two months ago there was one book of Devices and Methods; now we have nearly 100 volumes in the pedagogical library. Among them are the 33 volumes of the International Educational Series, and nearly all of Heath's pedagogical books, together with a number of other standard works. The teachers are very enthusiastic over the library, and are using it wisely. A very successful Institute was held in the High School, December 30–January 3d. The interest of the teachers, members of the Board and others increased each day. This is the first City Institute held here. The Board appropriated $100 towards the expenses of the meeting.

NORRISTOWN—Supt. Gotwals: The pupils of our public schools deposited in the Norristown Trust Company during the year just closed $8,219.63, an increase of $1,889.19 over the previous year, also the highest amount since the adoption of the Saving Bank system in our town. The number of depositors also shows an increase of 91. They had on deposit to their credit at the close of the year $13,953.89. There is no lack of interest in the system.

SHENANDOAH—Supt. Whitaker: Our library has grown so much in size, popularity and usefulness that it has become necessary to give special attention to it yearly. This annual work has just been completed, at a cost of about $360. We have had 130 old books rebound, 92 replaced, and have added 235 new volumes. This places the library in excellent condition, and makes our collection fresh and up to date. We have now 3500 volumes of carefully selected literature at the disposal of our schools and the general public for use free of cost. The circulation is very large, there having been over 5000 issues of books during the last five months. A large share of this patronage comes from the pupils of our schools. Thus, besides being valuable and beneficial to the general public, the library is an important and valuable auxiliary to our schools. We have through it awakened such an appetite for good literature that it taxes our resources to keep up with the demand. The accomplishment of all this, previously to the Public Library Act, reflects much credit upon the School Boards and the citizens, who, during many years of care and patience, and from a very small beginning, have worked faithfully and earnestly, until at last success has crowned their efforts. We are proud of our possession, and proud of the good that is being done thereby.

SOUTH EASTON—Supt. Shull: The Educational Committee cite the parents of children not attending school before them to show cause of absence. Thus far the rule has been working with good results.

SUNBURY — Supt. Oberdorf: The new building is proving very satisfactory and is a decided improvement upon the old structure, in which most of our pupils are obliged to spend six hours of each day. One has but to pass from a building thus lighted, heated and ventilated, into an old building without any of the modern improvements in order to note the contrast, and to realize how much we really need more of the same kind. We hope to secure a new central high school building during the coming year. We have probably the very poorest building in the county for high school purposes, and we are greatly handicapped in this department because of the lack of facilities and a proper amount of room for genuine work, comfort, and progress. Nevertheless, generally speaking, school work up to date has been marked by a spirit of progress, and an interest on the part of the pupils that is very encouraging. The percentage of attendance is high, the teachers are, as a rule, doing excellent work, and with all our disadvantages we are glad to note a progressive spirit on the part of the teachers, an earnest desire for advancement on the part of the pupils, and a liberal spirit manifested by the directors. We have just received an addition to our physical and chemical laboratory which will enable us to do better work in this department, and we sincerely hope that at the next borough election, our citizens will invest the board with power to erect the high school building of which we are so sorely in need. We venture to state that no high school in the country is so much in need of a good modern building as the Sunbury high school.

WILLIAMSPORT—Supt. Transeau: At a meeting of the School Board early in November it was determined to replace the Washington school building with a modern structure containing fourteen rooms. The building will cost about $40,000, without counting the value of the lot. It is to be a building of superior conveniences in all that pertains to the comfort of those who are to occupy it. This will make the sixth large school-house erected in this city during the last eight years. The educational event for December was the annual Institute. The instructors were: Dr. W. A. Mowry, of Hyde Park, Mass., a very superior instructor and scholarly man, who was with us the entire week and the teachers were sorry to bid him good-bye; Supt. J. S. Walton, of Chester county, who did us excellent service, both as an instructor and a lecturer; Prof. I. H. Green, of West Chester Normal School, who during the one day he was with us, pleased our teachers very much; Mrs. Ella B. Halleck, of Southold, N. Y., who was with us two days and addressed the Institute a number of times on the subject of "Physiology and Hygiene;" William H. Miller, M. D., formerly principal of one of the largest schools, who delivered two addresses on "The Quarantine," and "Microbes, their Relation to Health and Disease." Dr. Miller made a favorable impression; he has good abilities as a public speaker and lecturer. The institute was a success in every respect.

THOUGHTS OF WONDER.

J. J. ROUSSEAU.

With spirit.

1. Thoughts of won - der! O how migh - ty! How stu - pen - dous! how pro - found!
2. Thous - ands thro' the hours of darkness, Stud the con - cave of the sky:
3. Pause, my thoughts, lo! numerous be - ings Move on ev' - ry plan - et there;

All the stars that spar - kle yon-der, Roll in orbs of vast - ness round.
Thousands, thousands hid from science, Shine un - seen by mor - tal eye.
All for breath, and life, and guidance, Sub - ject to their Mak - er's care.

Thoughts of won - der! O how might - y! How stu - pen - dous! how pro - found!
Thoughts of won - der! O how might - y! How stu - pen - dous! how pro - found!

4. Every world has hills and valleys,
And His hand formed every flower,
Every golden-winged insect,
Sporting in the fragrant bower.—CHO.

5. Every little joy and sorrow,
Every hope and every fear,
Follow His supreme direction,
Fully as some mighty sphere.—CHO.

HEAVEN IS MY HOME.

T. B. TAYLOR.
ARTHUR S. SULLIVAN.

1. I'm but a stranger here, Heaven is my home; Earth is a desert drear, Heaven is my home.
2. What tho' the tempest rage, Heaven is my home; Short is my pilgrimage, Heaven is my home.
3. There at my Saviour's side, Heaven is my home; I shall be glor - i - fied, Heaven is my home.

rit.

Danger and sorrow stand Round me on every hand, Heav'n is my father - land, Heav'n is my home.
Time's cold and wintry blast, Soon will be overpast I shall reach home at last, Heav'n is my home.
There are the good and blest, Those I loved most and best, There, too, I soon shall rest, Heav'n is my home.

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A MAN does not become dangerous because he has learned to sign his name; but he becomes dangerous both to himself and to others if he has been taught to dissociate cause and effect; if he has got it into his head that benefits may be obtained without labor; if his brain has been muddled with the notion that others are responsible for making him happy and prosperous. We dread an education which in any way withdraws a youth from the salutary influence of natural reactions and tends to give him an artificial conception of the world he lives in. We dread an education which favors the formation of indolent habits, or which confuses and enfeebles the mind by calling upon it to pursue abstract trains of thought when it should be occupied by the concrete. We dread an education which at once excites ambition and disinclination for toil; which gives a smattering of many things but no true sense of power or competence in regard to anything; which represses individuality and so robs character of a main element of strength.—*Popular Science Monthly.*

THE strongest light on any sea coast of the round world will soon be in working order on the Jersey shore. It will have no rival for power anywhere here or in Europe. This great electric light will have 2,500,000 candle power, and its warning rays will be sent forth from the top of Barnegat Lighthouse. This huge light was exhibited at the World's Fair at Chicago, and it was purchased by the United States Government, to be placed on Fire Island. This project was, however, abandoned, as a lightship has been substituted for the Fire Island Lighthouse. The Government officials then decided to place the new and powerful light on the next most important point on the coast, which is Barnegat. The present light at Barnegat is 165 feet above the level of the sea, and it can be seen under ordinary circumstance 19 nautical miles. The new light is so powerful that it will not only be seen a great deal farther than the old one, but it will penetrate haze and fogs, which often make the present light invisible. All old sea captains know the Barnegat light as showing a white flash every ten seconds, and the new one will have the same characteristics. Many important additions have been made to the Barnegat lighthouse to prepare it for the new light, and it is now one of the best-equipped structures of the kind in the world.

IN a teachers' institute, held in the mountain country recently, the question was placed on the black-board, "*What is the object of school government?*" The following represent the written answers submitted by the teachers: 1. To secure an interest in the work of the school. 2. That the child may learn to govern himself afterward. 3. To show the child that punishment follows all wrong-doing. 4. To make loyal, intelligent citizens. 5. To obtain the best results in school work, and to teach the pupil self-government. 6. To make school work effective. 7. The making of perfect citizens. 8. (The

same.) 9. To draw out and develop all that is truest and best in the pupil. 10. To arrive as near as possible at perfection in the mental and moral condition of the rising generation. 11. To make law-abiding and self-governed citizens. 12. Moral, mental and physical advancement. 13. To develop the moral and intellectual faculties. 14. To enable the pupils to govern themselves and others in after years. 15. To develop all the highest traits of character and purpose. 16. To fit the pupils to become good citizens.

THE philosophers have figured out some queer problems since the time of Horatius, but none of them are more curious or more appropriate in a department of this character than that relating to the amount of time it would take an object to fall from the sun or moon to our earth. It has been decided, after an immense amount of figuring, that if a boulder weighing a ton should fall from the sun, it would take it 99 years, 9 months, 7 days and 2 hours to reach the earth. The same boulder could make the trip from the moon to the earth in four and a half days.

MORE than 60,000 signers petition the Chicago Board of Education to restore the Bible in public schools. Eminent Catholics favor it. A committee from all the prominent sects has been appointed to select non-sectarian passages.

EDISON'S definition of electricity, "a mysterious fluid about which nothing is known," is not quite new, as a Kentuckian applied the same description to water long ago. Still the wizard is right. But, then, what is gravitation? We know its laws and nothing more, and within this we get along very well. The same can be said of electricity. If we can control and use it, it does not matter so much that we shall know what it is in itself.

THE detection of the gas argon in the atmosphere is being followed by a rapid series of discoveries of great interest, says a London dispatch. Chemists have long known, theoretically, of the existence of another element which has been called helium, and which was revealed by the spectroscope in the sun's rays. It was not known to exist in this planet. Professor Ramsey a few weeks ago, in order to find whether there was something in the world with which argon would keep company, was examiuing an extremely rare earth found in Norway and known as cleveite. When this mineral is treated with weak sulphuric acid it gives off a gas which has hitherto been regarded as nitrogen. The Professor found by close examination that it was not nitrogen, but argon, and, moreover, there was associated with it another gas which he found to be, to use his own words, gas which had not yet been separated. He submitted it to Professor Crookes, and the result is to show that the gas thus found is helium. M. Berthelot, continuing his experiments in Paris, found that in manipulating argon he developed at an ordinary pressure a magnificent fluorescent substance greenish yellow in color and characterized by a spectrum similar to that of the Aurora Borealis. From this he deduced that the northern lights are caused by fluorescent matter derived from argon and engendered through the influence of electrical emanations developed in the atmosphere. Still another scientific triumph is the liquefaction of hydrogen by Prof. Olszewski, of Cracow, Prof. Dewar's rival. He finds that the lightest of all gases liquifies at 243 degrees below zero.

IT is interesting to know where ships' masts come from. The spars from which the masts of the *Defender* and *Valkyrie* were made were cut at Kamilchie in the state of Washington. That state annually sends out at least 100 vessels timber laden, in every direction, all the way from Corea to Australia and the Hawaiian islands, and even to the Kimberley diamond mines and the Johannesburg gold mines, in Africa. It is stated that the flag of the Emperor of Japan flies from a stick of Puget sound timber, and it is known positively that the flagstaff on Windsor Castle, from which waves the union jack in the daily view of Queen Victoria, is a Douglas fir from Puget sound—a Yankee contribution to the furniture of the monarch of the British Isles. It is also true that the largest flagstaff in Maine, the Pine Tree state, is at Lewiston, and it came from Puget Sound. Nor is it a remarkable piece of timber, as one comes to think who lives in Washington. It is the Douglas fir, known abroad as Oregon pine.

A WALDORF Hotel group were discussing the extent of British territory a few evenings ago, when an experienced

traveler made a remark that set others to looking up their atlases at the first opportunity. He had said that a traveller can leave London and go around the world and never set foot on other than British soil. Asked to outline the itinerary he answered: From England to Halifax; to Victoria over the Canadian Pacific; across the Pacific to Hong Kong, stepping there on the British reservation; thence to Singapore, Penang, the island of Mauritius, Cape Town, South Africa; St. Helena, and home to England; or from Penang, in the gulf of Ceylon, thence home by way of Bombay, Aden, Perim, Malta, and Gibraltar."

SCENE: A school room in the year 1900. Teacher (to new boy)—Hans, have you got your certificate of vaccination against smallpox? "Yes, sir." Have you been inoculated for croup? "Yes, sir." Have you had an injection of cholera bacillus? "Yes, sir." Have you a written guarantee that you are proof against whooping cough, measles, and scarlet fever? "Yes, sir." Are you provided with your own drinking cup? "Yes, sir." Will you make a solemn promise never to exchange sponges with the other boys and never to use any other pencil but your own? "Yes, sir." Do you agree to have your books fumigated with sulphur and your clothes sprinkled with chloride of lime once a week? "Yes, sir." Hans, I see you fulfill all the requirements of modern hygienics. Now you can climb that wire, place yourself on an isolated aluminium seat, and begin to do your sums.—*Nachrichten.*

A DELEGATE to the World's Council of Women, held in London a short time since, says of an old-time American singer, "A great voice is next to a great intellect in swaying the multitude. It is possessed by the World's Council of Women in magnificent form in the person of Mme. Antoinette Sterling. Over twenty years ago Mme. Sterling was the star singer of the famous choir of Plymouth Church. She was a young woman at that time, but even then had a voice and a technique which made her rank among the great artists of those days. She next made fame and considerable fortune as a concert singer in many of the great cities of the world. In Australia she sprang into the highest popularity in a single evening, and from that time on has been the queen of song in that part of the world. From Australia she finally went to England, where she has resided some years. Her voice is still in its finest form, and is regarded as second only to Patti's in the United Kingdom. Mme. Sterling is more than a great vocalist. She is a poet, an orator, a reformer, and an enthusiastic Christian worker. Many of her best songs are her own creations, and both words and music have been a mighty aid to the English women's organizations in their effort to interest, edify, and improve the great public. During the nine days of the World's Council of Women she attended and sang at every session. Every song was a masterpiece. Some were pathetic, and stirred the auditor to tears; others were martial, and caused the audience involuntarily to keep time with the tune, while still others were dramatic and kept listeners alert as if they were witnessing the tragedies of Shakespeare or the Greek playwrights!"

I THINK that perhaps the greatest fault in reading is that there is not enough of it. In the first two or three years of school life there should be a great deal of easy reading done at sight in addition to that prepared before coming to the class. In the third and fourth years, the children should be taught to read independently, to use a dictionary, and to get the meaning of derivatives. By the sixth grade I think the child has usually acquired the habit of reading, either of close attention or carelessness in calling the words, the habit of grasping the thought or of letting it loosely slip past the tongue and brain. Probably all further training will either emphasize or vary these traits; it will rarely change them, I fear. Again, then, I insist on the necessity of concentrating the work on reading in the lower grades. The German schools average an hour per day in reading, and if American schools did as well the outcome of our school life would be better than it is.

A REPORT in the Bombay *Guardian* indicates what influences are at work to demoralize India, and undo the work of missionaries in that land. All vessels bound for west and south missions stop at Madina. Here is the list of liquors which passed through in one week. It is taken from the daily returns posted in Liverpool: 900,000 cases of gin; 24,000

butts of rum; 30,000 cases of brandy; 28,000 cases of Irish whiskey; 800,000 demijohns of rum; 36,000 barrels of rum; 30,000 barrels of gin; 15,000 barrels of absinthe; 40,000 cases of vermouth.

TAKE, as a single instance of the power of poetry, Walter Scott's opening lines in the "Lady of the Lake," where he describes the chase of the stag. The stag escapes and evades his pursuers, but what a picture the great poet has put into words! Reduced to prose, the ordinary observer and writer would have said, "They chased the stag several miles, but lost him in the Trosachs." He could not possibly have said in prose,

The antlered monarch of the waste,
Sprung from his heathery couch in haste,
But ere his fleet career he took
The dewdrops from his flank he shook;
Like crested leader, proud and high,
Toss'd his beamed frontlet to the sky;
A moment gazed adown the dale,
A moment snuffed the tainted gale,
A moment listened to the cry
That thicken'd as the chase drew nigh.
Then, as the headmost foes appear'd,
With one brave bound the copse he clear'd,
And stretching forward free and far
Sought the wild heaths of Uam Var.

The poet began his picture with an incident that only a poet would have thought worthy of words, but what a picture the few words make!

The stag at eve had drunk his fill
Where danced the moon on Monan's rill
And deep his midnight lair had made
In lone Glenartney's hazel shade.

GOD never works only for to-day. His plan runs on and on. The web He weaves is from everlasting to everlasting; and, if I can fill a part of that web, be it ever so insignificant, it will abide forever. And this is one of the most comforting thoughts to us. While on earth we may do something for eternity.—*Bishop Simpson.*

GEORGE ELIOT'S father is portrayed in "Adam Bede." The childhood of Dickens is in "David Copperfield." The life and the times of Erasmus are given in Charles Reade's "The Cloister and the Hearth." Goldsmith put his own life into "The Vicar of Wakefield." Coleridge as a talker is to be seen in Carlyle's "Life of John Sterling." Charlotte Bronte's idolized sister Emily was her heroine, "Shirley." "Dinah Morris" was an aunt of George Eliot. "Tom Tulliver" was George Eliot's disagreeable brother, Isaac Evans. In "Pendennis" Thackeray is undoubtedly portrayed. "Harold Skimpole" is Leigh Hunt, who never forgave Dickens for the portrayal. "Micawber" was Dickens' own father, and "Mrs. Nickleby" his mother.—*A. E. Winship.*

THE teacher who stops growing begins to lose teaching power. There are many petty annoyances which assail every teacher, and usually some one or more serious drawbacks to one's intellectual vitality. All these can be more than counter-balanced by the inspiriting effects of new intellectual activity. If that is wanting, the friction becomes galling, the pleasure of daily work is impaired, the teacher loses cheerfulness and energy and the old measure of success is wanting.

HIGHER education should: 1. Give students nobler and loftier aims and build up higher aspirations and a purer life; 2. Give students the broadest general insight into past and human affairs; 3. Make students realize as much of God's laws as may be revealed by science; and 4. Give men the power to add in some way to the realm of truth.

THE Colorado *Educator* speaks in a tone somewhat sarcastic, as follows: "We must, probably, put up with extravagant 'booms' in life, but the 'boom teacher' can hardly be doing much good in a community; yet there are many of them. This is particularly true of so-called high-schools. These are supposed to be beyond community criticism, and apparently some teachers do manage to draw fleece over the eyes of their patrons. Reference is made here to the pseudo-high schools of small towns. Next May or June may be seen accounts of the Smithville high school with a fine graduating class of twelve or fifteen. Where is Smithville? How large? It is the county seat of Backaway county—population 800. June is in the future, true, and we can only prophesy; but have we not just received the course of study? Six teachers are employed in Smithville—one of these is a kindergartner and three are in the high school. Professor Breezy, of Zephyr College, is the able superintendent. That he is the right man for his responsiblity is evident from his experience of two years—one in Blowburg, six months in Slackville, where he

rought the schools up to such a lofty tandard that the Wearytown School oard singled him out of 100 applicants. ut he was to be a man of destiny, and fter a stay of three months in Wearyown, the Smithville board literally stole im from that community. Besides this ecord he can show ten recommendations.

We see by this course of study that no nean subjects are taken up. Algebra, ivil government, and the fuss over in Gaul look quite pale when seen beside spherical trigonometry, political economy and Homer. Some of the students are troubled in vulgar fractions, it is true, and not all sure about the decimal point in United States money; but who will remember that next June when the president of the Board presents each with a diploma, under the beautiful motto, "*Ohe! jam satis!*"

SMALL boys often ask their parents: "How deep is the sea?" The answer depends entirely upon the sea. The following table, compiled by one who has investigated, may help one to the solution of one of the small boy's problems. Average depth in yards: Pacific, 4,252; Atlantic, 4,026; Indian, 3,658; Antarctic, 3,000; Arctic, 1,690; Mediterranean, 1,476; Irish, 240; English Channel, 110; Adriatic, 45; Baltic, 43.—*Round Table.*

A SLEEPER is one who sleeps. A sleeper is that in which the sleeper sleeps. A sleeper is that on which the sleeper runs while the sleeper sleeps. Therefore, while the sleeper sleeps in the sleeper, the sleeper carries the sleeper over the sleeper under the sleeper, until the sleeper which carries the sleeper jumps the sleeper and wakes the sleeper, by striking the sleeper under the sleeper, on the sleeper, and there is no longer any sleeper sleeping in the sleeper, though he may not, as a rule, be troubled with insomnia.

THE college president who once astonished some of his students by saying that he had no doubt that he used his dictionary much more frequently than any of them, said only what is probably true of almost every professor and author of ability and scholarship. As Horace, the prince of Roman lyric poets, enjoined upon the young men of his day who were ambitious of poetic honors to turn the pages of the Greek classics, their models, by day and by night, so the successful modern scholar, taught by experience, might well say, not only to every aspirant for distinction in literary pursuits or the learned professions, but to every one possessed of an honorable ambition to become an intelligent and influential citizen, "Turn the pages of your dictionary and your encyclopœdia with untiring resolution and patience." Perhaps there is no other achievement which so distinctly marks the turning point in the student's career—and every teacher worthy of the name is, above all, a student—as that which crowns his efforts when he first acquires that strength of will, that mastery over all the forces of indolence, which enables him to make it a matter of habit and of conscience to refer promptly to the dictionary or other book of reference on every necessary occasion, trusting nothing to guesswork, and nothing to a lazy resolution to look it up at some more convenient season.—*Canada Ed. Journal.*

EVERY man who reaches the "threescore years and ten" should be as Shakespeare's creation was,

Though I look old, yet am I young and lusty;
For in my youth I never did apply
Hot and rebellious liquors in my blood,
Nor did not with unbashful forehead woo
The means of weakness and debility;
Therefore my age is as a lusty winter,
Frosty but kindly.

Many strong men die early, not because their vital forces are exhausted, but because they abuse their powers, waste their energies, and break down before their time because of foolish excesses.

Secretary Morton says: The demand for apples grown in the United States has always been in excess of the supply. The United Kingdom of England alone during the nine months ending September, 1894, paid the orchards of the United States $2,500,000. The greatest enemy to our export apple is the 'coddling moth.' But the entire crop can be made wormless if the orchards of the United States will use the following receipts: Use Paris green at the rate of 1 pound to 150 gallons of water. Weigh sufficient poison for the capacity of the land used and make it into a thin paint with a small quantity of water, and add powdered or quicklime equal to the weight of the poison used, mixing thoroughly. The lime takes up the free arsenic and removes the danger of scalding. Strain

the mixture into the spray tank, taking care to pulverize and wash all the poison through the strainer. During the operation of spraying, see that the liquid is agitated with sufficient frequency to prevent the settling of the poison. Let the first spraying follow within a week after the falling of the blossoms of either apple or pear, and follow this with a second treatment just before the fruit turns down on the stem, or when it is from a quarter to half an inch in diameter. The first spraying reaches the eggs laid by the moth in the flower-end of the fruit shortly after the falling of the blossoms, and the second the later eggs laid by belated moths. Do not spray the trees when in bloom, and if a washing rain immediately follows treatment repeat the application.

SPIRITUAL deterioration, says *The Advance*, is one of the easiest things in the world. Men go down with a great deal more facility than they go up. Eternal vigilance is the price of liberty. It is also the price each one must pay if he would hold, to say nothing of spiritual progress, if he would hold what has already been gained in moral and spiritual realms. How many dead limbs there are hanging and dangling on all our church trunks. A little less interest in prayer; a more casual reading of the Bible; dropping into irregularity in church attendance; stopping work; drawing the purse strings a little tighter when appeals are made for benevolence; forming associations which are worldly, and in which religion is largely discounted; an increased absorption in business—these and others like them are rounds in the ladder by which one descends from life to death.

AN experimental test of the new electric locomotives on the road from Boston to Nantasket Beach made some time ago was surprisingly satisfactory The few officials of the road, who were the only persons present, believe that it is a long step towards revolutionizing passenger traffic on railroads. The locomotive responded to every test. On spurts the engine made between forty-five and fifty miles an hour with ease. The possibilities of the electric current were shown to an extent never before known to railroad men. The first locomotive used weighed 16,000 pounds, and was equipped with four motors. The second engine had two motors. Both trials were equally satisfactory. Before the formal openi of the road, in a few weeks, it is assert that one of the locomotives will show speed of over eighty miles an hour.

IN military stables horses are knov to have pretended to be lame in order avoid going to a military exercise. chimpanzee had been fed on cake wh sick; after his recovery he often feign coughing in order to procure daintie The cuckoo, as is well known, lays i eggs in another bird's nest, and to mal the deception surer it takes away one the other bird's eggs. Animals are co scious of their deceit, as is shown by th fact that they try to act secretly an noiselessly; they show a sense of guilt detected; they take precautions in advanc to avoid discovery; in some cases the manifest regret and repentance. A nat uralist describes how his monkey com mitted theft. While he pretended to slee the animal regarded him with hesitatior and stopped every time his master move or seemed on the point of awakening.

A WRITER in the Philadelphia *Ledge* who has recently visited the battlefiel of Chickamauga, remarks: "'Heroes a great have died and yet shall fall' san the author of the Iliad. But where o American soil, or on any other soil, ca be found a twenty hours' fight such a this, maintained by both sides withou defensive works, for the most part point-blank range and in countless a saults almost hand to hand. The me of the Army of the Cumberland can vis with a feeling of indescribable pride th wonderful and patriotism-stirring objec lesson in American valor, which has latel been dedicated for national uses, to b maintained in perpetuity as a record what American soldiery is capable doing under the inspiration of an ide and the guidance of a trusted leader. A we turned from the field to ride towar Missionary Ridge, I could not help r calling that no portrait of Geo. H. Thom hangs in the cadet mess hall at We Point, where the walls are decorated wi the pictures of the most distinguish graduates of the United States Milita Academy. The silent, stolid, self-co tained soldier, who stands unique amor Union commanders for never having lo a battle; the man who, left behind confront the entire Confederate forc under Hood, made Sherman's march

the sea almost a summer excursion and not a tragedy; the general who alone annihilated an entire army at Nashville and destroyed forever rebel opposition west of the Alleghenies, and who uncomplainingly bore criticism and slur and slander, is at last receiving the calm and considerate verdict of history, a verdict which outlasts and overcomes the prejudices and jealousies of contemporaries."

I HAVE the pleasure of knowing a family in Philadelphia who have lived in the same house for forty years. As the children of this family grew up they developed a musical talent inherited from four or five generations of men learned in the law as well as skilled with the bow. Every Sunday between 12 and 1 o'clock it was the custom of the father and the sons to play classic music, the father being first violin, one son viola, one second violin, and the other violoncello. They played well, and, as I lived nearer Philadelphia in those days than I do to-day, I often dropped in at these rehearsals, as they called them. Five years ago I was in Philadelphia on a Sunday. I had not seen my old friends in fifteen years, but I was sure they were living at the old place. I walked around to the house, and as I mounted the marble steps I heard sounds of music. Could it be possible that a "rehearsal" was going on? Yes, sure enough. There sat the father, his hair snow white, with his violin tucked under his chin, and the three "boys"—fathers themselves—all playing away as they had been doing since they were children. To be sure, they were married men and did not live at home, but they met every Sunday morning at their father's for their music.

WHAT is true of the so-called learned professions is true to-day of every line of business. In order to succeed the man must be able to use every faculty to the best advantage. He must have not only a sound mind, but a trained mind. He must be able to think in the right way, and to act at the right moment. In the early stage of his career in business a young man will not appreciate what he has missed by not going to college. Assuming that he entered an office or a store at seventeen, and that his friend entered college at the same age, he will feel at twenty-one greatly the superior of his friend in business ability. But five or ten years later the one who had the college training will probably be found to be working more easily, with greater confidence, and with exactly as much or more success than the friend who had four years the start.—*Outlook.*

AUDUBON was born in Lousiana, on May 4, 1780. His father, a Frenchman, settled in Louisiana, but afterwards purchased a farm near the present village of Narcissa, on Perkiomen Creek, not far from Philadelphia. This farm young Audubon inherited about 1798, and here he was thereafter, whenever he was "at home." He remained pretty steadily here for tweive years, clerking for a company which was operating a lead mine near there. *Meehan's Monthly* tells us that the old house is still standing, as is the neighboring house from which Audubon had his wife. It is said to have been a strong love match. In 1810 he started off on his great hunt for birds, removing his wife and children to Henderson, Ohio. In 1826 he went to London, where his work on American birds was published.

IDLENESS standing in the midst of unattempted tasks is always proud. Work is always tending to humility. Work touches the key of endless activity, opens the infinite, and stands awe-struck before the immensity of what there is to do.

THE institution of school vacations dates back considerably further than has been assumed. Vacations were first introduced in old Hellas, and Anaxagoras, the philosopher, was the founder of the custom. He lived at Lampsacos, on the Asiatic side of the Hellespont, honored and loved by old and young alike. When once asked what the city could do for him, he replied: "Close the schools annually for one month, and give the children's time over to play alone. I wish you would choose the month I die in for that purpose." His wish was granted, and as late as the third century of our era the children of Lampsacos enjoyed a month's vacation every year, beginning with the celebration of the anniversary of Anaxagoras' death.

TWO young clerks in the employ of Hibbard, Spencer, Bartlett & Co., the wholesale hardware merchants of Chicago, were caught stealing. Mr. Hibbard told them they could choose between jail and

wearing cards with the words "I am a thief" printed in large letters. They chose the placard punishment. Mr. Hibbard hung two placards around the necks of the two young men and sent them all over the establishment, so that every employee might witness the disgrace into which his thieving fellow workmen had fallen. After this Mr. Hibbard called a large colored man, stood him between the two young men at the exit, where every man and woman in the store would see them when passing out at 6 o'clock. They were then discharged.

"IT requires more force to sound a note gently on a piano than it does to lift the lid of a kettle," the *American Art Journal* says. This is easy to verify if one takes a small handful of coins and piles them on a key on the piano. When a sufficient quantity is piled on to make a note sound they may be weighed, and the figures will be found to be true. If the pianist is playing fortissimo, a much greater force is needed. At times a force of six pounds is thrown upon a single key to produce a solitary effect.

THERE are now more than four hundred monuments upon the battle-field of Gettysburg. Of nearly two hundred thousand (200,000) soldiers who fought there in those first three days of July, 1863, nearly forty thousand gave up their lives. It was the Waterloo of the Confederacy. How many readers of *The Journal*, citizens of Pennsylvania, have never visited this historic field?

MY belief is that our whole method of teaching the dead languages should be changed, that we begin altogether at the wrong end, and that this initial mistake is never retrieved. I myself was introduced to the Latin grammar when I was six years old, and to the Greek grammar a couple of years later; and when I left Oxford, after fourteen years of uninterrupted application at these two tongues, the most that I could do was to translate with some sort of decency a few Greek plays, some books of Herodotus, a little of Cicero, and some Virgil and Horace that had already been carefully conned. Later in life I reflected with shame on the paucity of my classical acquirements, and I set myself down to learn Greek in the same way I would set about learning a modern language. The result was that, although I had only spare moments ‹ time to give to the business, I soon foun myself able to take up any Greek poet ‹ prose writer, and read what was writte as easily as I could French, always, ‹ course, excepting a corrupt chorus c some of the more difficult authors. Well I believe boys ought to be taught in th same way—that is to say, they shoulc begin with the vocabulary long before they are bothered with the grammar, that the acquisition of whatever tongue they take up should be rendered interesting, and that the names of Virgil, Homer, Horace, Cicero, and Herodotus should not be allowed to offend their nostrils for the rest of their lives by being made the vehicle thro' which grammar is drummed into them.—*Address of Dufferin.*

DOUGLAS JERROLD'S soul seemed tc abhor every trace of study slovenliness A choice room was his in his home a West Lodge, Lower Putney Common and his pen has given the world a wel come peep at the interior: "The furni ture is simple solid oak. The desk ha not a speck upon it. The marble shel upon which the inkstand rests has n litter in it. Various notes lie in a rov between clips on the table. The pape basket stands near the armchair, preparec for answered letters and rejected contri butions. The little dog follows his mas ter into his study and lies at his feet.' And there were no books maltreated i Douglas Jerrold's study. It gave hin pain to see them in any way misused Longfellow had the same sympathie with neatness and exactitude.

But other distinguished writers hav been as careless as these were carefu Carlyle gives us a curious sketch of Leig Hunt's menage. In one room—the fam ily apartment — a dusty table and ragged carpet. On the floor "book paper, egg-shells, scissors, and last nigl when I was there the torn heart of a ha quarter-loaf." And above in the worl shop of talent—something cleaner—"onl two chairs, a book-case and a writin table."—*Chambers's Journal.*

The Harrisburg *Telegraph* was su prised to learn that the school teache of a given county are not to be classe among newspaper readers, that but fe of them ever read a newspaper. Con menting upon this the *Telegraph* says "This is certainly not at all creditable t

the teachers. The newspapers of the day have more to do with the real education of the rising generation than the schools. What is read in the newspapers has a greater influence upon the life and character of the boy and girl than what is taught them by the teacher. The teacher's instruction unfortunately in many instances ends with discount and proportion and rhetoric, and other like things, and leaves out of the account altogether the education of the heart, the cultivation of a pure morality, and the preparation of the scholar to resist temptations, about whose universality the newspapers of the country furnish so many illustrations. And again, too, how can a teacher in this age teach unless he or she keeps abreast of the times on all questions—scientific, moral and religious? And how can they keep abreast of the times unless they read the newspapers—the only medium between the quick-moving world and the great body of the people? Would it not be a good thing for some one of our educators to discuss at the annual institutes the relation of the newspaper to the public schools and the school teachers?" To this it may be added that there are many, far too many, teachers who read nothing but the newspaper! They know little of and are not at all in touch with the thinkers of the ages.

SCHOOLMASTER IN FICTION.*

BY NATHAN C. SCHAEFFER.

IN attempting to depict the schoolmaster in fiction I shall imitate the method of those who take composite pictures. It is an idea that originated with Francis Galton when he began his famous inquiry into the nature of human faculty. He found that if a family or group consists of ten members, and it takes twenty seconds to take a picture, by giving each face two seconds' time to make an impression upon the sensitive plate of the camera, the result is a composite picture showing in strong outlines the common characteristics and allowing individual peculiarities to fade into a hazy dimness. By concentrating our attention upon successive schoolmasters in the English novel, we may get a composite picture that will certainly be interesting, if not entertaining and instructive.

In taking this picture the limitations which the Clio has imposed upon itself for this year, of course exclude the creations of Moliere and Rousseau, of Pestalozzi and Goethe, but permit us to use the writings of Cowper and Fuller, of Dickens, Thackeray and George Eliot, of Washington Irving, C. W. Bardeen, and Wm. Hawley Smith, and of others concerning whom the critic has not been able to form a just estimate, because they are too near his point of view to allow him to see them in true perspective.

The trait which will be most prominent in our composite picture is best expressed by the epithet which Horace applies to a teacher of his day, calling him Orbelius *plagosus*, Orbelius of the birch. The thought that the schoolmaster is a birch wielder or something worse, reappears again and again in English literature. In the Legend of Sleepy Hollow, Washington Irving represents Ichabod Crane as believing in the maxim, "Spare the rod and spoil the child." This pedagogue, according to Washington Irving, "administered justice with discrimination rather than with severity, taking the burden off the backs of the weak and laying it on those of the strong. Your puny stripling that winced at the least flourish of the rod, was passed by with indulgence, but the claims of justice were satisfied by inflicting a double portion on some little, tough, wrong-headed, broad-skirted Dutch urchin who sulked and swelled and grew sullen and dogged beneath the birch." Dickens represents Mr. Creakle in David Copperfield as carrying a cane, which he named a tooth, a sharp tooth, a double deep-pronged tooth, capable of biting like a real tooth, and at the same time giving poor David flesh-cuts that made him writhe. Mr. Creakle enjoyed his profession. "He had delight in cutting at the boys, especially chubby boys, which was like the satisfaction of a craving appetite." Another boy by the name of Traddles, was caned every day during a half year, except one holiday Monday, when he was only rulered on both hands. Squeers, in Nicholas Nickleby, is painted in still worse colors. Who has not shed tears over the fate of poor Smike, suffering stripes and blows for things which he could not help, such as the inability to control a cough; and who on the other

*Read before the Cliosophic Society of Lancaster, on the evening of January 17, 1896.

hand has failed to rejoice when Nicholas pays this monster in human form, in the same coin which he had so frequently meted out to the inmates of Dotheboys Hall? Every novel that gives an account of the school, and that was written previous to the middle of this century, represents the schoolmaster as a tyrant, who, if he does not use the rod, invents other forms of exquisite torture in the shape of tasks, indignities and punishments far more terrible than dermal pain.

Take the forms of busy work, requiring a child to write the same word many times before the hand has reached the nascent period in its development. Senator Bruce said the biggest day's work he ever did, was signing his name fifteen hundred times in one day while he was register of the Treasury. The official of the United States Treasury whose duty it was during the war to sign the government bonds, and who had to sign several million dollars' worth from Friday to the following Monday, in order to carry out an agreement made by Charles Francis Adams, then Minister to England, became paralyzed before he had completed the task. Only those who have been obliged to sign their names hundreds of times in succession, have an adequate idea of the torture inflicted upon children who must use the same nerves and muscles in writing a given word several hundred times as a punishment.

There are forms of cruelty worse than these. Think of Mrs. Squeers presiding over an immense basin of brimstone and treacle, of which delicious compound she administered a large installment to each boy in succession, using for the purpose a common wooden spoon, which might have been originally for some gigantic top, and which widened every young gentleman's mouth considerably, they being all obliged, under heavy corporal penalties, to take in the whole of the bowl at a gasp. Think of Lowood School in Charlotte Bronte's "Jane Eyre," where a Mr. Brocklehurst gives a scoring lecture to the girl who accidentally dropped her slate and broke it, calling her a liar and exposing her to view on a pedestal of infamy. C. W. Bardeen, in Roderick Hume, gives us a frightful impression of the cruelty of a New York teacher.

When Roderick Hume, the Principal, visited Miss Duzenberrie's room, who boasted that she controlled a hundred children without using the rod, he noticed that as she walked down the aisles th children dodged. Presently he saw little girl whom she had just passed ru her hand, gulping down a sob of pair On examination he found the back of th hand still marked with the impression c four heavy rings which the teacher wor upon her right hand. The very claw that held one of the stones could still b traced in the tender flesh. Although sh never used the rod, her pupils walke nervously, recited nervously, and grev more nervous the longer they were unde her care. And yet Roderick Hume coul not persuade Squire Coy that her whol system of instruction was barbarous; tha when to the crowded seats, bad ventila tion, infectious atmosphere, long hour you add the constant nervous excitemer of such a teacher, you have every requ site for fitting children for mad houses c coffins. At last she inflicted a punisl ment worse than any corporal punisl ment upon a nervous, modest boy, th resulted in his death. It reconciles us t human nature to learn that remor caused this teacher to commit suicid The only form of infanticide permitted civilized countries is the slaughter of tl innocents, not by the executioner, as the days of Herod, but by school m chinery of the Gradgrind order, t teachers who do not understand the work; and the writers of fiction give instance after instance to throw upon tl camera, giving us traits and lineamen from which in the completed picture v turn away with feelings of mingled horr and disgust.

Nor does the school-mistress fare ve much better in our earlier literatur William Shenstone, born 1714, thus d scribes the school-dames of that perio

In every village marked with little spire
Embowered in trees and hardly known fame,
There dwells in lowly shed and mean atti
A matron old, whom we school-mistre name;
Who boasts unruly brats with birch to tam
They grieven sore, in piteous durar pent,
Awed by the power of this relentless dam
And oft times, on vagaries idle bent,
For unkempt hair, or task unconned, a sorely shent.

From these teachers of the olden ti we gladly turn to *the modern teacher*.

In Miss Lloyd's "Old Red Scho house," the scene of which is laid south-eastern Pennsylvania, the bigg

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boy downs and exiles the tyrannical old master, then plays teacher himself, ruling with kindness and firmness, only to be succeeded by a lady whose mild sway and wise tact enable her to govern the school without corporal punishment. Who is this little schoolma'am that performs the functions of a whole legislature in making laws for her realm, then plays the part of district attorney, judge and jury in the trial of culprits, and finally of constable, sheriff and chief executive in visiting sentence upon the guilty party? Let me describe her in the language of Margaret E. Sangster:

Speak of queen and empress,
  Or of other ladies royal,
Not one of them has half the power
  Or subjects half so loyal,
As she, the little school-ma'am,
  Who trips along the way
To take the chair she makes a throne
  At nine o'clock each day.

Her rule is ever gentle;
  Her tones are low and sweet;
She is very trim and tidy,
  From her head unto her feet;
And it matters very little
  If her eyes be brown or blue,
They simply read your utmost heart,
  Whene'er she looks at you.

The children bring her presents,
  Red apples, flowers galore,
For all the merry girls and boys
  This queen of theirs adore.
The darling little school-ma'am,
  Who reigns without a peer,
In a hundred thousand class-rooms,
  This gayly-flying year.

Is it any wonder that before the story ends she steps from the school-room into the queenship of a home? Is it any wonder that school-ma'ams of this type marry the College President, the Judge upon the bench, the richest man in the community? Is it any wonder that there is continual change in the vocation of teacher, when over eighteen thousand of the schoolmasters of Pennsylvania are schoolma'ams? Is it surprising that the modern pictures of the school-mistress differ so radically from those of our earlier literature? Here, as in all fiction, the characters are shaped by their prototypes in the real world. Without matrimony the novel as well as the human race could not long survive. Five years hence comparatively few of the 18,000 ladies now teaching in the schools of Pennsylvania will be found in the vocation of the schoolmistress. Many of them will have intensified their present occupation by marrying the schoolmaster.

And when the school ma'am described in this extract marries the schoolmaster, the result is the sublimation of his character and the exaltation of his personality.

"I was standing," says D'Arcy Wentworth Thompson, "not alone, one morning in the lobby of my own home, just before leaving for the day's work. A great-coat of mine was hanging from the wall. My companion, in a playful mood, put a small white hand into one of its pockets and drew a something out; then thrust it back hurriedly as though it had been something venomous. And over the gentle face passed a look of surprise, not unmingled with reproof; but the reproof gave way almost momentarily to the wonted smile. But I long remembered the mild reproof upon that gentle face, for it was an expression very seldom seen there; and it came afterwards to be numbered with other sad and sweet memories."

Here is another extract from Thompson that is still more to the point. "Once upon a time, reader—a long, long while ago—I knew a schoolmaster, and that schoolmaster had a wife. And she was young and fair and learned, like that princess pupil of old Ascham; fair and learned as Sydney's sister, Pembroke's mother. And her voice was ever soft, gentle, and low; reader, an excellent thing in woman. And her fingers were quick at needlework, and nimble in all a housewife's cunning. And she could draw sweet music from the ivory board; and sweeter, stranger music from the dull life of her schoolmaster husband. And she was slow at heart to understand mischief, but her feet ran swift to do good. And she was simple with the simplicity of girlhood, and wise with the wisdom that cometh only of the Lord—cometh only to the children of the Kingdom. And her sweet young life was as a morning hymn, sung by child voices to rich organ music. Time shall throw his dart at death, ere death has slain such another. For she died, reader, a long, long while ago. And I stood once by her grave; her green grave, not far from dear Dunedin. Died, reader, for all she was so fair, and young, and learned, and simple, and good. And I am told it made a great difference to that schoolmaster." And, we may add, to his school.

In the last three years no book of fiction is said to have had a larger sale

than Maclaren's "Beside the Bonnie Brier Bush." The schoolmaster whom he depicts, makes a totally different impression from those of the earlier English novels. Patrick Jamieson, M. A., used to say there were two pleasant sights for his old eyes every day: "One was to stand in the open at dinner-time and see the flitting forms of healthy, rosy, sonsie bairns in the wood, and from the door in the afternoon to watch the schule skail till each group was lost in the kindly shadow, and the merry shouts died away in this quiet place. Then the Dominie took a pinch of snuff and locked the door, and went to his house beside the school."

"One evening," says Maclaren, "I came on him listening bare-headed to the voices, and he showed so kindly that I shall take him as he stands. A man of middle height, but stooping below it, with sandy hair turning grey, and bushy eyebrows covering keen, shrewd, grey eyes. You will notice that his linen is coarse but spotless, and that, though his clothes are worn almost threadbare, they are well brushed and orderly. But you will be chiefly arrested by the Dominie's coat, for the like of it was not in the parish. It was a black dress coat, and no man knew when it had begun its history; in its origin and its continuance it resembled Melchisedek. Many were the myths that gathered around that coat, but on this all were agreed, that without it we could not have realized the Dominie, and it became to us the sign and trappings of learning. He had taken a high place at the University, and won a good degree, and I've heard the Doctor say that he had a career before him. But something happened in his life, and Domsie buried himself among the woods with the bairns of Drumtochty. No one knew the story, but after he died I found a locket on his breast with a proud, beautiful face within, and I have fancied it was a tragedy. It may have been in substitution that he gave all his love to the children, and nearly all his money too, helping lads to college, and affording an inexhaustible store of peppermints for the little ones."

"Perhaps one ought to have been ashamed of that school-house, but yet it had its own distinction, for scholars were born there, and now and then to this day some famous man will come and stand in the deserted play-ground for a space. The door was at one end, and stood open in summer, so that the boys saw the rabbits come out from their holes on the edge of the wood, and birds sometimes flew in unheeded. The fire-place was at the other end, and was fed in winter with the sticks and peats brought by the scholars. On one side Domsie sat with the half-dozen lads he hoped to send to college, to whom he grudged no labor, and on the other gathered the very little ones, who used to warm their bare feet at the fire, while down the sides of the room the other scholars sat at their rough old desks, working sums and copying. Now and then a class came up and did some task, and at times a boy got the tawse for his negligence, but never a girl. He kept the girls in as their punishment, with a brother to take them home, and both had tea in Domsie's house, with a bit of his best honey, departing much torn between an honest wish to please Domsie and a pardonable longing for another tea."

"Domsie," as we called the schoolmaster behind his back in Drumtochty, because we loved him, was true to the tradition of his kind, and had an unerring scent for "pairts" in his laddies. He could detect a scholar in the egg, and prophesied Latinity from a boy that seemed fit only to be a cowherd. It was believed that he had never made a mistake in judgment, and it was not his blame if the embryo scholar did not come to birth. "Five and thirty years have I been minister at Drumtochty," the Doctor used to say at school examinations, "and we have never wanted a student at the University, and while Dominie Jamieson lives we never shall." Whereupon Domsie took snuff, and resigned his share of credit to the Doctor, "who gave the finish in Greek to every lad of them, without money and without price, to make no mention of the higher mathematics." Seven ministers, four schoolmasters, four doctors, one professor, and three civil service men had been sent out by the auld schule in Domsie's time, besides many that "had given themselves to mercantile pursuits."

Now this schoolmaster might not have passed muster according to our modern notions about the use of tobacco, but his skill in picking out boys of parts, inspiring them to go to the University, making out of them what their talents fitted them for, getting even the miser of the parish to support George Howe at the Univer-

sity, and going wild with enthusiasm when George took first prize in both Latin and the Humanities, possessed traits of the true schoolmaster which the best teachers of to-day might well envy. The story is a sure sign of the change in the public mind with reference to the schoolmaster. When Gladstone is proud to marry his daughter to an English schoolmaster, when the highest salary in the State of Wisconsin is paid to the President of the State University, when the village schoolmaster becomes the Governor of a great Commonwealth, and when a schoolmaster forms one of the triumvirate ruling the affairs of the "Clio," yea, when fashionable society is ambitious to join an organization abounding in schoolmasters, a change has surely taken place in the estimate placed upon those who teach the young. Of English writers, Dickens has perhaps indirectly done more than any other to work the change. While treatises like that of Rosenkranz have deepened our conceptions of education so that the head of a school ignorant of this epoch-making book is said to be like the motorman on the electric car, knowing as little of the nature and deepest essence of education as the latter knows of the electric current with which he is dealing, it is nevertheless probable that the satires and the exaggerations of the faults and foibles of the schoolmaster, as given in Dickens and others, have exerted a greater influence in the improvement of the school than learned treatises on the philosophy of education like that of Rosenkranz.

The difference between a knowledge of books and a knowledge of human nature is well brought out in several novels in which the schoolmaster figures as the hero. Roderick Hume, in the novel referred to, succeeds in discipline and instruction so far as he succeeds in reading human nature; Miss Lowe, his first assistant, succeeds in managing him and the pupils by reason of her keen insight into character; both he and she fail and get into "a peck of trouble" because they fail to see through the intrigues of Vic Blarston, a bright but tricky and conscienceless pupil. If the knowledge of human nature which the teacher possesses, is employed to bamboozle the Committee of Examiners or the School Board, then we have interesting reading indeed. For instance:

The American novel furnishes us two examinations. One of these is found in "Locke Amsden, or the Schoolmaster," from the pen of Judge Thompson, at one time Secretary of State in Vermont. The novel has passed through nine editions. When Locke Amsden applies for the school at Mill Town Emporium, he is examined by a committee consisting of the merchant, the editor and the tailor. There are two candidates. The tailor asks: "Do you teach after the latest style and fashion of teaching, sir?" His business as a tailor has shown him the value of keeping up in dress with the latest styles of Boston and New York.

"Do you teach book-keeping?" asks the merchant.

"Which of the two political parties do you support?" is the question of the editor of the town paper called the *Blazing Star*. Locke Amsden's sensible answers fail to please. Mr. Blake, the other candidate, had cunningly inquired the calling and politics of each of the members of the committee. He says he is always open in politics, and he read several articles in a paper while waiting for his dinner that express his sentiments exactly. "What paper was it?" said the editor. With affected carelessness he says he thinks it was the *Star*—and, of course, he has captured the editor. The entire dialogue shows that his ignorance of books was supplemented by knowledge of the men with whom he has to deal; and Locke, who was really a good teacher, and possessed considerable scholarship, failed to get employment.

The other account is that of an examination held in a school-house on the Octoraro Creek. Elijah Hammerpue, having failed in business, concluded at the age of fifty that he would apply for a school in the district where his friends, Samuel McCurdy and William Jasper, both leaders in politics, were members of the School Board. The only obstacle in his way was the examination before the young County Superintendent, which Elijah must pass in order to get a certificate. Elijah's weak branch was arithmetic, and hence he and his friend Sam found it necessary to plan a scheme to deceive the county superintendent. The progress of the examination we will give in the language of a Lancaster friend who is now aspiring to write an educational novel:

"As the long hand of the old clock reached the hour of nine, after a few sug-

gestive remarks by the superintendent, the name and age of each applicant were carefully inscribed in a register kept for that purpose. Then with a right face about, the whole class stood face to face with an improvised blackboard which had but recently found its way into the village school. It was not until the last word was written and the superintendent stepped to the front and began to run a broad white line through word after word, in column after column, that curiosity gave way to genuine sympathy for the few unfortunates by whom Noah Webster's latest dictionary had been so sadly neglected. It was not until the superintendent drew from his inside pocket a small volume bearing on its outer cover "Colburn's Analytical Arithmetic" that Elijah began to manifest a lack of physical endurance. When the age questions finally reached Elijah, it was evident that a spell of vertigo, if nothing of a more serious nature, had overtaken the old schoolmaster, and he had to be led from the school-house. The strong and willing hands of Sam placed him under the overhanging branches of a venerable oak, where through the efficacy of pure air and cold water he was apparently restored to consciousness.

"It was late in the day when the examination closed. The superintendent had packed his grip; his faithful horse was harnessed, when the President of the Board, Sam McCurdy, stepped forward and grasping the superintendent by the hand, said in his peculiarly forcible manner, 'James, it is unfortunately sad that Elijah was taken sick at the most critical moment of the examination. As the old schoolmaster is thoroughly heartbroken over this unhappy occurrence, it has occurred to the members of the Board that the cause of education would in no way suffer were thee to grant the old man a paper. The village school is at his disposal. In fact, every patron of the district is willing to join in a petition to aid Elijah in retrieving his fortune.'

"Hesitating a moment, as if impelled by a sense of duty on the one hand and a feeling of sympathy on the other, the superintendent replied, "I regret exceedingly that Elijah was overcome at the most critical moment, as I have not the slightest means of ascertaining his standing in the most important branch of the school curriculum, arithmetic. However, I am willing to grant a certificate on one condition, namely, that the Board appoi two of its members to examine Elijah arithmetic and certify his standing in tl important branch.' Samuel McCur and William Jasper were appointed sa committee, and the next day was fix for the examination. Sam hunted a co of Emerson's Part III, marked a numb of questions with a cross, gave Elijah t answers, and placed the book at midnig in the desk of the school house. Here is found, Elijah "gets the answers" problems that had been carefully marke the report is satisfactory to the superi tendent, the certificate is issued, and th Elijah is by trickery again installed teacher in the village school.

The latest novel in educational lite ture is the "Evolution of Dodd." It h become fashionable to state every kind human knowledge in terms of evolutio When men get into the habit of referri everything from a game of cards to t verities of the supernatural to the dc trine of evolution, as if this were a sat factory explanation of everything in t heavens above, the earth below, or t waters under the earth; as if, in fact, algebraic formula might be construct with an omnipotent God as the fi member of the equation and evolution the only term after the sign of equalit one feels tempted to quote the late Robl Dunglison, who used to carry his expl nations in physiology as far as he cou and then suddenly stop short by using big word, which he said physiologis had invented at this point to hide th ignorance.

The day is not far distant when t human mind will recognize the fact th while one of God's ways of working is l a process of evolution, this does not e haust the possibilities of an omnipote Creator. At the same time we shou not fail to recognize in this phase of mo ern philosophy the workings of a unive sal law of the human reason. The reas thinks in the things of sense before thinks in the things of the mind. Hen in every age and in every tongue it customary to express the ideas of t super sensible in terms of the outer worl to express metaphysical theories in ter taken from the material world. T ideas as well as the terminology of Fich are largely derived from the scienti discoveries of his day, The keynote Hegel's philosophy is found in t electrical discoveries of Galvani. Wh

Darwin showed how the origin of species could be explained on the basis of evolution, Herbert Spencer began to apply this doctrine to all forms of truth, and even to the science and art of education.

It is, therefore, not strange that the word "evolution" should finally appear in the heading of a novel designed to show how the son of an itinerant preacher passed through successive stages of development until the evolution of the boy had realized the possibilities of his nature. The full title of the novel is "The Evolution of Dodd; a pedagogical story, giving his struggle for the survival of the fittest, tracing his chances, his changes, and how he came out." The author does not follow Herbert Spencer in spelling nature with a capital letter. In this way Condillac, Spencer and many others dressed up Nature in the robes of a goddess, and by ascribing to this goddess whatsoever is regarded by them as good, they seem to have satisfied themselves that they have proved the goodness of it. "It is not a little singular," says Chancellor Payne, "that while the myth nature has been discarded in physical science, for we no longer say nature abhors a vacuum, it becomes a favorite term in the nomenclature of educational science; and it is still more singular that a severe logician like Herbert Spencer should admit an indeterminate symbol into the formulas of an austere philosophy." According to Herbert Spencer nature illustrates to us, in the simplest way, the true theory and practice of moral discipline.

If nature be the great teacher which Herbert Spencer's dictum makes her, then the North American Indians, in their savage state, were better educated than the Pilgrim Fathers in whose development the art of man, as well as divine revelation, had been most potent factors. If it be said in reply that Herbert Spencer meant the nature of the child, rather than nature below the child, the reply is that many tendencies in the nature of the child are evil and self-destructive, and that as a consequence many traits which belong to childhood by nature, must be counteracted and even eradicated by influences from above, instead of being followed by the teacher and allowed to work out the ruin of the pupil.

To the praise of William Hawley Smith be it said that, in his Evolution of Dodd, he does not ignore sin as a factor in Dodd's nature, and acknowledges the hand of God as well as the agency of Dodd's best teacher, Mr. Bright, in rescuing him from the evil ways into which he had fallen. "Dodd was a wayward boy from the first, a typical preacher's son. He was rebellious, belligerent, naturally deceitful. This last trait, matched with a vivid imagination made him a great liar as soon as he grew old enough to use the two faculties at the same time. He was a youngster for everybody to tease. When he first began to toddle along the sidewalk in front of the house, the folks who came along would pull his little cap down over his eyes, and then laugh at him when he got mad and cried." When he was six years old there was joy in Parson Weaver's household in the fact that now one youngster could be got rid of for six hours a day, ten months in the year, Saturday and Sunday excepted. His mother, with four other children on her hands, being too busy to go with him, he waded across the street where the mud and slush were worse than anywhere else. His boots were smeared to their very tops, and the new book that he started with had a black daub the size of your hand on the bright cover. He came late; and, without a word of hesitation, marched to the desk and remarked to the woman in charge: "Mam said you was to take care of me." Imagine the feelings with which the teacher, Miss Stone, took charge of him. Nevertheless she turned to him with a smile, and said, 'My dear little boy, go and clean your feet.' 'I don't haf to,' returned the youth, scraping a piece of black loam off his left foot with the toe of his right and rubbing the sticky lump into the floor. When she gave him beans to count out after the methods she practised for imparting the first ideas of number, he ate them all up. When she taught him on the chart the difference between the real girl, the picture girl, and the word girl, he would pay no attention, "'Cause," said he, "I know'd that always."

Miss Stone, not being a born teacher, but one who taught because she regarded it the most respectable way to earn a livelihood, was not equal to the task of developing this boy's nature. Teacher after teacher failed to manage him. One Irish girl who had a thorough knowledge of human nature, got on with him very well; but the itinerancy of his father's ministerial life brought him new teachers

until he was expelled and became a street arab in the fullest sense of the word. To take hold of a youth of that kind, to make a good man out of him in spite of habits of intemperance and other vices, to impress one's self upon the nature of that wayward youth, so that when the hour of final reformation comes, the personal character and influence of his teacher, Mr. Bright, shall never leave him nor forsake him, but shall prove an anchor to his soul, saving him from total wreck and ruin, is certainly the picture of a personality grander than any pedagogue conceived by Dickens or the earlier novelists, who enshrine the school and the schoolmaster in English literature.

An estimable lady said recently: "In all my life at school it was my misfortune not to encounter one real teacher." Of sham teachers we meet many in real life, and literature has more specimens of this class than any other. "Two of the three humorists who are reckoned greatest in the literature of the world," says a late writer, "have left us pictures of education which have passed into proverbs. The greatest of dramatists devoted to the portrayal of an academy one of his brightest and happiest comedies. Of Pope's incomparable satire, the book which is distinguished as the Greater Dunciad, is devoted to educational shams. Colman, the younger, is still preserved from oblivion through the humorous delineation of educational shams. The greatest and most popular of novel writers, whose works exert an inestimable influence in favor of reforms, owes his reputation largely to his satirical pictures of school life. The most popular English playwright of the past generation, and his contemporary, the favorite painter of manners among the dramatists of France, have both chosen teachers and pupils for the subjects of merry plays."

It would indeed be interesting to draw a composite picture of the teacher in the drama, and to compare the result with the picture of the teacher as we have found him in the novel, and I suspect that not even King Ferdinand's academy in Shakespeare's drama, "Love's Labor Lost," would furnish us more genuine pleasure than the recently re-published drama of Maria Edgeworth, entitled, "The Dame School Holiday." I know of no teacher in literature whom I would sooner throw upon the camera than the lady who figures in this light drama. She is certainly the equal of Pestolozzi's Gertrude, and a creation worthy of the gifted Maria Edgeworth. I call her gifted because Sir Walter Scott avowed that when he began to write in prose, he was actuated by a desire to emulate her. "Lord Macaulay was moved to say that a scene in her best work, 'The Absentee,' was the best since the beginning of Book XXII. of the Odyssey of Homer was written." "Sir James Macintosh declared that she had selected a class of virtues most difficult of all to treat as subjects of fiction, and that she had thus performed what all preceding writers had left for her to do."

By stretching my theme, as did some of my predecessors, I might indeed justify myself in the use of the drama for the purpose in hand; but there is a point beyond which even the Clio essayist must not presume upon the hearer's powers of attention; and I therefore hasten to the end of my task, although my essay lacks the quality of being *durch und durch gründlich*, and exhaustive.

In conclusion, then, let me call attention to the fact that photographers have an art of touching up their pictures in such a way that the blemishes and defective lineaments are concealed, whilst the better and fairer features of the human countenance are idealized and rendered perfect. If time and the nature of my theme permitted, I would further throw upon the camera Pestalozzi's Gertrude, Maria Edgeworth's school dame, the ideal schoolmaster constructed by quaint old Thomas Fuller, the famous Doctor in "Tom Brown's School Days at Rugby," the teacher painted by the father of Russian novelists, Gogal, in his "Tentetnikof," also Edward Eggleston's "Hoosier Schoolmaster," and finally the Dr. Samuel Heinzerling of Eckstein's "Besuch zum Carcer," which has already passed through fifty-four editions; and then, after developing the composite picture, I would, with the art of the finisher, hide the faults and touch up the excellencies, evolving thereby the picture of a schoolmaster gifted with the power to teach, able to recognize the special needs of every pupil, and to inspire every one of them with the desire for knowledge, and with the sense of something to be achieved, seeking no higher glory in this world than that the boys and girls under his tuition should make the most of themselves for time and for eternity.

WORK TO BE ENCOURAGED.

THE historical spirit seems to be abroad on every hand. In almost every State in the Union, says the Lancaster *New Era*, either the States themselves, or local organizations, have busied themselves in hunting up historical incidents and giving to the world all the facts connected therewith. The past few years have seen the erection of monuments, statues, tablets and other memorials intended to commemorate striking incidents in our history or in the lives of public characters or private individuals.

This is a spirit that deserves the utmost encouragement. It makes our past history grander and more picturesque. It brings to light a thousand incidents almost unknown before, that exemplify patriotism, self-sacrifice and heroism, of which the nation may well be proud. There can be no doubt that, as the past recedes, additional interest will gather around the names and fame of the early pioneers and heroes who contributed to the upbuilding of our nation.

For these reasons such projects as the rearing of the monument at Ephrata, in memory of the soldiers who were wounded at the battle of Brandywine, are deserving of the most generous encouragement, and there should be no relaxation of effort until the proposed stately memorial marks the resting place of those heroes of the War for Independence. Our State has many places that should be marked by fitting memorials. It is not the blood-stained field of battle alone that merits such recognition. Other deeds and other incidents have transpired all over this great Union of States that are worthy of being held in perpetual remembrance.

The Philadelphia *Inquirer*, a short time ago, in alluding to the dismemberment of old Fort Mackinac, on Mackinac Island, a post that was erected more than a hundred years ago, laments that such an historic place should be dismantled and be allowed to become a memory only. The least that the Government can do under the circumstances would be to mark the historic spot by some stone or tablet, that the history of the spot should live in our annals. The *Inquirer* closes its article very fittingly in these words:

"We are apt sometimes, dazzled as we are by the glamor of this practical and money-making age, to think that all romance belongs to the Old World, with the centuries of gradual progression of which it can boast. This is not so. Were we only to look for it we would find in our own land as much to stir the heart and wake the emotions in some lonely field, or mountain lake, or grassy valley, as lies underneath the dome of stately minster, or in the palaces of kings, or the pictured halls of knight and earl.

"There is hardly a State which does not have some place that has its romance of love and war, its association with events that helped to make up our history as a people; and thoughtful men often sigh to think how few such spots are remembered, and how they are fast crumbling into forgetfulness."

The most striking memorial of the year, and one of the most appropriate of which we have knowledge, is that for which funds are now being contributed in Pennsylvania in honor of Dr. Thomas H. Burrowes, to commemorate his eminent service to the cause of general education. He stands a colossal figure among the benefactors of the Commonwealth, and the memorial proposed by the educators of the State will be not unworthy of the man.

ADDRESS AT GETTYSBURG.

FOURSCORE and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. We are now engaged in a great civil war, testing whether that nation, or any nation, so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We are met to dedicate a portion of that field as the final resting-place of those who here gave their lives that that Nation might live. It is altogether fitting and proper that we should do this. But in a larger sense we can not dedicate, we can not consecrate, we can not hallow this ground. The brave men living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note, nor long remember, what we say here; but it can never forget what they did here. It is for us, the living, rather to be here dedicated to the unfinished work which they have thus far so nobly carried on. It is rather for us to be here dedicated to the great task re-

maining before us, that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation shall under God, have a new birth of freedom, and that government of the people, by the people, and for the people, shall not perish from the earth.—*Abraham Lincoln.*

THE BIBLE: A TEXT BOOK IN COLLEGE.

BY W. W. DAVIS, A. M.

MOST of our colleges were founded by religious men: Harvard, Yale, Princeton, Columbia, Gettysburg. Many of the Presidents were men of piety and learning: Dwight of Yale, Edwards of Princeton, Hitchcock of Amherst, Mark Hopkins of Williams. Many of the professors, too, taught in the fear of the Lord: Joseph Henry of the Smithsonian, Guyot of Princeton, Asa Gray of Harvard, Olmstead of Yale.

The course of study was arranged on a comprehensive plan: Latin and Greek, mathematics, the sciences, art, literature, mental and moral philosophy—everything to inform and discipline the mind.

But there was one great oversight. The Bible had no place in this elaborate programme. A showy superstructure, but no firm foundation. The play of Hamlet with Hamlet left out. It was thought, doubtless, by these good men, that the Bible morning and evening in the chapel exercises, would throw a divine flavor over the proceedings of the institution.

Why not let the Bible have a place as a text book with other studies? Why not the Books of Moses and of Samuel as well as the histories of Livy and Thucydides? Why not the Epistles of Paul as well as the dialogues of Plato? Why not the epic of Job as well as the tragedies of Sophocles, the Psalms of David as well as the hymns of Pindar, the prophecies of Isaiah as well as the Philippics of Demosthenes, the pastoral of Ruth as as well the idyls of Theocritus?

For all purposes of the poet and orator, the historian and critic, the writer and metaphysician, the Bible is a perfect thesaurus of the amplest and noblest material for mental and moral discipline.

These collegiate fathers believed th the students received a thorough Bib training at home, and needed no furth instruction at school. Perhaps they di But homes like those of the Wesleys a Doddridges are scarce in these days. an English university examination large number of students were unable explain some simple biblical allusions one of Tennyson's poems.

An educated Chinese knows the Bo of Confucius, a Brahmin the Vedas the Hindoos, a Mohammedan the Kor To be ignorant of his sacred books i disgrace. Shall our graduates be famil with every form of knowledge but th which is found in the Book of books, t moral code of civilization, the sh anchor of civil and religious liberty, t guiding star of human hope?

Let every student, then, who leaves c college halls, be so grounded in the spi and text of the Scriptures that he may thoroughly furnished unto all good wor a man of power, integrity, and und standing.—*Lutheran Observer.*

THE ILLITERATE MASSES.

THE Americans look with commenda pride upon their educational syste upon the facilities afforded for securi an education to all who desire it, a upon the progress which we are maki along all educational lines. The repo just published, of the United States Co missioner of Education for 1891-189 bristling with figures and facts, is full information, and discusses luminousl some of the most important current que tions in different departments of educ tion, while a careful examination a comparison of its tables reveals unfavo able features, which may be a surprise some and which it should be attempted cure.

The number of persons of a school a from 5 to 17 years, in the United Stat is given as 18,543,201, in a total popu tion of 64,834,561. The enrollment schools of all grades, public and priva was 14,714,933. Of these 147,662 were colleges, universities, professional a technical schools, and were above the a of 17, and should be deducted from t 14,714,933 for the purpose we now ha in view. That would leave 14,670,271 the children of school age who were school attendance. Of those 13,205,8

were in the State common schools. The difference between 18,543,201 and 14,670,271 is the number of children of school age who were not in any school—3,871,930, or more than one-fourth of the whole.

It is very true that this does not mean that this proportion of the children never have gone, and never will go, to school. The Commissioner gives a table, which shows that 36 per cent. of those who were between 5 and 6 years of age were enrolled in the common schools, 70 per cent. of those between 6 and 7 years, 78 per cent. of those between 7 and 8, 84 per cent. between 8 and 9, 88 per cent. between 9 and 10, 90 per cent. between 10 and 11, 87 per cent. between 11 and 13, 77 per cent. between 13 and 14, 65 per cent. between 14 and 15, 48 per cent. between 15 and 16, 36 per cent. between 16 and 17, 25 per cent. between 17 and 18. And as 90.6 per cent. of the children from 10 to 11 years of age were enrolled (the highest enrollment of any of the ages), he says nine-tenths of the population get some degree of education, and the number who never attend school at all is "an inconsiderable fraction," so that we have a "well nigh universal education." Still, that leaves one-tenth, or nearly two millions, of the children entirely outside of the schools. And a very large proportion of those who are enrolled get but a smattering of learning. Eighty per cent. of the children in the common schools, or over 10,560,000, were under 14 years of age, and the maximum attendance was of children from 9 to 11 years of age. They are speedily forced into the work of life, with little more than the ability to read and write. How true this is, further appears from another fact.

The average number of days in the year that the schools, private and public, were open was only 137; of the State public schools only 88. In our section (the North Atlantic) the figures are larger, 169; but even that was less than half the year. In the Gulf States it was 94. The complaint in regard to the religious teaching of the Sunday-schools, that the children can easily forget in the six days what they learn on the one day, may be applied here.

Our own State and city are in the van in their educational facilities, but even here there is food for questioning reflection. The estimated population of Pennsylvania in 1892 was 5,478,000; the children between 5 and 18 years of age (30.55 per cent. of the whole), 1,529,000, and the public school enrollment, 1,032,113; nearly one-third not even enrolled, to say nothing of the regularity of attendance on the 169 days of the year.

Philadelphia's population in 1891 is given as 1,069,250. The children of the school ages would be over 320,000. But the estimated number in private and parochial schools was 40,000, and in the public schools for the year the enrollment was estimated as 174,700, the number belonging to them on December 31st being, however, only 116,445; and the number of days the schools were in session was 201. The public school enrollment and estimated number for private and parochial schools, which will give the highest and most favorable figures possible, show that only 214,100 of the 320,000 were under educational training.

It is generally supposed that the cities are the most highly favored in their school conveniences and in the attendance upon them. Here, however, the Commissioner of Education sounds a very serious and startling note of warning. "*In all the great cities of the country the schools are losing ground.*" Their educational conditions for 1892 were less favorable than they had been. While the population showed an increase for the year of 5.50 per cent., the school enrollment increased but 4.27 per cent.—one-fourth less than that of the population. As specific instances: New York's rate of increase of population was 2.07 per cent., the increase of school enrollment only 0.31 per cent.; Chicago's population, increase, 8.13 per cent.; school enrollment, 7.56 per cent.; Brooklyn's population, increase, 3.58 per cent.; school enrollment, 1.41 per cent.; Philadelphia's population, increase, 2.13 per cent.; school enrollment, 1.57 per cent.

"There remain," says the Commissioner, "a large number of persons in every city to whom school instruction offers no advantages that they can appreciate, and who, if left to themselves, would never see the inside of a school house. It is toward this class that the efforts of school officials must be directed in future, if they desire to increase the proportion of the population who attend school, and it must be remembered that such efforts must be exerted toward each individual, and not toward a class, and must be supplemented by such expensive and trouble-

some auxiliaries as compulsory law, truant officers, and truant schools."

Here is common missionary ground for the Christian and the patriotic philanthropist. Such a mass of ignorance growing up and increasing even in this city of homes is a menace for the future. It will be the material which demagogues can mould into mobs and excite into lawless movements.—*Philadelphia Ledger.*

THE "CHEATING CLASS:"

WINSLOW HOMANS' DESPERATE REMEDY.

BY ROBERT B. HALE.

THE third class of the Annisville Academy was the worst set of cheaters that had ever been in the school. It was known by the boys as the "Cheating Class," and was looked upon with a curious mixture of contempt and admiration. For, though its members cheated, at least they cheated very well. Never but once since the class joined the school had a boy been caught cheating, and that was Wiggin, who had been dropped from the class ahead, and could not be expected immediately to acquire the requisite coolness, audacity, and quickness of hand, eye, and ear. At every examination some of the boys were asking and answering questions in whispers, or by means of little notes, while others were busily consulting books or condensed information written on their cuffs. Only about a third of the class, including Winslow Homans and most of the other good scholars, worked out their examinations honestly amidst the busy but, for the most part, silent communications of their neighbors.

The matter had certainly grown much worse since the class came under Mr. Opdike. He was so extremely strict, and, as the boys thought, unfeeling, that they felt themselves justified in getting the better of him in any possible way. He had sharp eyes; but they were not sharp enough. There was not a teacher in the academy who could see what those boys were about during an examination. They were very still, much stiller than the other classes, yet they managed to hold long and profitable communications. Once in a while Mr. Opdike saw something to arouse his suspicion; but, curiously enough, it was generally one of the honest boys whom he suspected; for the honest boys did not take any trouble to preserve appearances. The class had a good laugh when Mr. Opdike ran down the aisle and snatched a book out of Val Stetson's hand, only to find that Val had sent up his examination paper by another boy, and was looking over his lesson for the next day. Yet, at that very moment, if Mr. Opdike had only known it, Frank Wiggin was sitting on a book which he had just been consulting and Calthrop was lending Aberle a rubber with a Latin-English vocabulary inscribed upon it.

George Rogers was halfway between the honest boys and the cheaters. He cheated in the little weekly "tests," which were merely to show the teacher how the class was keeping up to its work; but as yet he had been perfectly honest during the monthly examination, which determined the rank of the class. Winslow Homans tried in vain to persuade him to be honest all together. "I must have some fun with old Dike," George said, with a laugh; "I don't want to be a mother's darling, teacher's favorite, molly-coddle." This last remark almost brought the boys to fisticuffs; for Homans, though small and slight, was very active and wiry, and not in the least afraid of his big friend, George Rogers. At last George said he didn't mean to say Winslow was a molly-coddle, and with this Winslow was contented. They were a queer pair of friends—George was so big and Winslow so little; Winslow a person of such wonderful ideas and theories, and George a commonplace boy, with nothing wonderful about him.

"I shall get left in that Latin examination to-day, as sure as a gun," said George, as he and Winslow Homans were walking to school together.

"Oh, I guess not," Winslow replied, hopefully. "You've been working pretty hard, haven't you?"

"Yes, I've been working like fury; but, somehow, this Virgil takes me where I'm weak. I shall fail, I know, unless—well, unless I do like the other fellows."

Winslow stood still and looked at his friend indignantly. "George," he cried in despair, "you don't mean to say you're going to cheat in examination?"

"Oh, come now," said George, savagely, "don't yell it out so that the whole street can hear. I'm no worse than the other fellows. I never set up to be any better."

They walked along in silence for a while, Winslow thinking up all the arguments he could against cheating; George stolidly determined not to give in.

"I should think you would feel sort of mean," Winslow said at last, "to get ahead of decent fellows who don't cheat, in such a way as that. Lots of pleasure your big marks will give you."

"I don't want any big marks," George replied gruffly; "I just want to get through. If I get left in this Latin, I'll be conditioned in it for the year. All through school, lots of the fellows have got ahead of me by cheating, and I don't see why I shouldn't try my hand as well as all the others."

"You know very well they don't all cheat," said Winslow; "lots of them don't. I should think you would feel proud, after having cheated, when you come home and your father compliments you on getting

through in Latin. 'And getting through *honestly*, too;' perhaps your mother'll say. That ought to make you feel splendid!"

"Shut up!" said George, blushing in spite of himself. "You may as well keep quiet, because I know what I'm about; and it's no business of yours, anyway. I'll bet a hat that you and Val Stetson, and those other prigs over in that corner of our room, would cheat as much as any one else, if you only dared to, and knew how."

"That's not true, George," Winslow replied. "We could hand round papers and look at books as well as you old muddleheads; and if we were afraid, what'd keep us from cheating when old Opdike was out of the room?"

"Because you're afraid he'll come back, of course," said George. "I'd give anything to see one of you fellows try a little cheating. He'd catch you at the first go."

Winslow reflected a moment, nodded, as if he had thought of something, and then turned back again to George.

"Look here, George," he said, "do you really think I don't cheat because I'm afraid to?"

"Of course I do," George replied; "I haven't been lying to you."

"Well, what do you mean by saying you'd give anything to see me cheat?"

"I mean what I say," said George. It suddenly dawned on his mind that if he could manage to persuade Winslow to cheat just once, Winslow could never find fault with him again for doing what he had done himself.

"I have half a mind to try it," said Winslow. "What'll you do for me if I do?"

"I'll do anything you like."

"Will you promise?"

"Yes; shake on it."

"Very well; then I'll volunteer to cheat in the Latin examination, and do it so well that not only the teacher, but neither you nor any of the boys will see me, and get perfect on the examination paper, or nearly perfect, if you——"

"Well," said George, his face radiant, "if I——"

"If you'll promise not to cheat just this once."

"All right," said George. "But if I catch you cheating I can begin myself right away."

"All right," said Winslow; and they walked the rest of the way to school in silence, Winslow thinking hard and George laughing to himself at the fun he and the other boys would have over Winslow's attempts at cheating.

The examination was to be translation at sight. Winslow knew it would be taken from Virgil, though he did not know, of course, what passage would be selected. But he had noticed one day, when Mr. Opdike and he had been looking over a hard sentence together, that the teacher's book had certain passages marked on the margins, with dates, showing that they had been selected for examinations. When George and he had reached school, Winslow went right to the teacher's little room, which led out of the school-room. Mr. Opdike was already there, reading the newspaper; but as Winslow frequently came in to look at the books, Mr. Opdike was not at all surprised at his appearance now. The teacher's Virgil was lying on the table with a mark in it; but Winslow seemed to pay no attention to it. He merely took up a classical dictionary and began to read it. A moment before nine Mr. Opdike went into the hall to attend to his duty of ringing the school bell. Within ten seconds after he had left the room, Winslow opened the Virgil at the place where the bookmark was inserted, had found the passage marked, "For the axamination of May second," had closed the book, and was in the schoolroom.

The examination was held at eleven o'clock. George had been spreading the news that Winslow Homans was going to cheat, so that all eyes were turned toward Homans' desk; but they were soon turned away again. If he was cheating, he was doing it too cleverly for even those veteran cheaters to detect him. Gus Aiken, who sat behind him, was considered by the class the cleverest boy that ever passed a note, or wrote a letter on the sole of his boot; and yet he could not get the slightest idea of what Homans was about. At last he stopped watching Winslow, and set himself to work with a sigh that any one should surpass him at his own business. After the examination, every one crowded round Homans to ask him what he had been doing, but Winslow would answer no questions. "I'll tell you all about it after the marks are out," he said. "You just see if I don't get ninety-nine per cent. I made one little mistake just to avoid suspicion. You all think a fellow's got to be as clumsy about cheating as you are. Mr. Opdike must be deaf. I heard Wiggin there yelling out, 'What does *complerant* mean?' as if he were a man in a cart, calling; 'Strawberries!' Why, Wiggin, you'll ruin the class reputation for being the smartest set of blackguards in the school."

And with that he walked away, leaving the boys feeling a little uncomfortable at being called "blackguards" without being able to resent it.

The next day, as soon as the class came together, Mr. Opdike rose to announce the marks. There was some little curiosity among the boys to see how Homans had succeeded. Homans himself was evidently very nervous; he looked pale and tired, and kept running his fingers through his black hair till it looked as if it had never been brushed. George Rogers knew well that something was going to happen, for Winslow acted just the way he had acted a year before on the day when he stood up at the annual exhibition and defended the school athletic association against the attack of the

president of the trustees. Mr. Opdike was pale, too, and seemed much displeased.

"The class, as a whole, has done worse—much worse than I expected," he said. "Almost none of you have a real grip on the Latin language. If it were not that one of you had done extremely well indeed, I should suppose that the examination had been too hard. But Homans has passed an examination so creditable in every way that, though there are two small errors, I propose to give him one hundred per cent. upon it. I know Homans would have told me if he had seen the passage before. It is a great pleasure—well, Homans, what is it?"

"I cheated, sir," said Winslow.

A sort of shiver went through the class; every heart beat like mad.

"I—I—I don't understand you," stammered Mr. Opdike.

"I cheated—cheated in the examination," Winslow repeated, firmly.

"Well, upon my word," Mr. Opdike said, recovering himself at last, "I'm glad that at least you have the grace to confess it. If a boy must be a sneak, it's better for him to get up and say so; but I'm really surprised. I always mean to keep an eye on you boys. What did you do? How did you do it?

"I looked in your Virgil and found out what passage we were going to have; and then, in the two recitation hours, between nine and eleven, I worked it all out with the dictionary and the notes."

"Why, but I don't understand," said Mr. Opdike. "I selected the passage at ten minutes before nine."

"And I found it at one minute before nine," said Homans.

The boys looked at each other excitedly, while Mr. Opdike pondered what he should say.

"I have always been proud to feel," he began at last, "that there has been no cheating in my class." Here the boys could not refrain from snickering. "Now that I have found a case of it at last, however painful it is to me, I feel that I must make it an example. Homans, your mark on the examination is zero. And I shall confer on the matter with Mr. Lonsdale. You have confessed, and that gives some hope for your future. But in a class where cheating has been almost unknown before, it must be nipped in the bud. You may depend upon being severely punished. Boys have been expelled for cheating."

Homans rose to reply, but before he could begin, George Rogers was on his feet and had addressed Mr. Opdike.

George was excited, and hardly knew what he was saying. He wanted to save Winslow at all hazards; and he blurted out the first thing that came into his head, without the respect that was due to his teacher.

"Do you mean to say," he called out, "that you don't know that half the class is always cheating? Half? Two-thirds! Homans isn't the only one by a long chalk! It's kind of hard to punish the only one th confesses, when they all do it."

The cat was out of the bag now with vengeance. The boys did not know wheth to be sorry or glad that George had said i Mr. Opdike sat back in his chair and looke at the class, but said nothing. Winslo Homans saw that the time had come for in mediate action. He left his seat and walke up to the teacher's desk.

"Mr. Opdike," he began, in a low voice so that the boys could not hear.

"Well, Homans."

"If you would be kind enough, and it isn't asking too much, wouldn't you let this matter rest just here for an hour? I know I'm asking a great deal. But honestly, Mr. Opdike"—here his black eyes grew so earnest that they could not be resisted—"honestly, the only thing I want is to put an end to this cheating. You've no idea how far it's gone; but if you'll just let me call a class meeting in the ten-o'clock recess, I think there's enough right feeling in the class to stop it right off short. But—please excuse me for seeming to dictate—but don't threaten to punish them. That'll make them cheat all the more. Won't you please try it. Only an hour?"

Mr. Opdike reflected. "This is a serious business, Homans," he replied, at last, "and you have taken a great responsibility upon yourself. Be careful how you make use it. However, I have no objection to waiting an hour. Now you may take your seat.

"Well, boys, we will go on with the algebra; but before we begin Homans wishes to announce that there is to be a class meeting in the ten o'clock recess."

There was not much algebra learned that recitation. Every one was busy thinking about the meeting at the end of the hour and when Mr. Opdike went out and left them to themselves, forty hearts were beating fast. Most of the boys did not know what to think. Cheating had always seemed to them a kind of joke, and all of a sudden here it was transformed into a serious matter. And Homans was so determined and excited that he frightened them. They were very proud of Winslow, and loved dearly to see him pitch into the trustees, or the teachers but now they were going to have him pitching into themselves. George Rogers, too, looked very stern and dignified as he whispered to Homans. Wiggin and a few of the others were trying to get up an opposition party; but no one liked to say that he was on the cheating side. "Let's wait," was the geneaal verdict, "and see what Homans has got to say."

Homans had plenty to say; that was evident enough. He was trembling with excitement as he walked up to the platform and started in.

"I won't say 'gentlemen,'" he began, "because a man can't cheat and be a gentleman at the same time. Cheating's lying and a gentleman doesn't lie. But I have

idea that most of you don't know what cheating is. Don't you see that every one of you that brings home his report to his father and mother with high marks, because he cheated, is lying to his father and mother? Suppose your father asked you if you got the marks fairly, what would you say? Three-quarters of you would say yes. And the reason your fathers don't ask you is that they think you're honest. But you're not. You're the meanest, sneakingest crowd I ever saw. You think you're plaguey smart because you cheat better than the fellows in the other classes. I should think you might —giving your mind to it so! Don't you see that it's stealing to get higher marks than Stetson there, or Lee, or one of the few respectable fellows, by cheating when they don't? No, you don't; you're not honest enough to see that. Perhaps you can understand this, though. Val Stetson was fifth in the class last month, because Aberle, and Gray, and Atkinson, and Winthrop cheated. Otherwise he'd have been first. And if he'd been first, his father had promised to take him to Europe. Do you understand that?"

There was a pause. At last Wiggin nerved himself to the effort, and said in a trembling voice:

"Stetson might have cheated himself, and then it would have been all right."

There was a little titter of applause, silenced immediately by the look Homans gave Wiggin.

"So that's what *you* think, you bungling sneak, is it?" Winslow hurled his words at poor Wiggin so that Wiggin would have liked to jump out of the window. "You think he might have been a cheat, and a liar, and a thief, just because you're one. I tell you, Stetson wouldn't cheat because he was honest. Honest! honest! *honest!* Did you ever hear that word? You never did anything but cheat, and you can't even do that half decently!"

There was a loud laugh at this, and Wiggin made no answer. Gus Aiken ventured to put in his word this time.

"Well, Homans, if you think it's so mean to cheat, what did you cheat for, yourself?"

"I'll tell you why I cheated," Winslow replied. "I cheated because George Rogers promised he wouldn't cheat if I would; and I thought it would show George how much I hated to have him cheat, if I cheated and confessed and was punished for it. And now I've answered you, Aiken, I'll take the liberty of asking you the same question. Why do you cheat yourself?"

Aiken did not immediately reply.

"Well," Winslow went on, "as you don't seem to want to answer, I'll answer for you. You want to get good marks, and as you're too much of a dunce to get them by fair means you try to get them by foul. And by means of cheating like a professional gambler, you and Wiggin and a lot of the other fellows get ahead of poor old Anderson there, who has been the last boy in the class for three months. only because he was one of the few decent fellows in it.

"And now, fellows, the question is, what's to be done? It seems to me that the class has done enough cheating to last us the rest of our lives. If any fellow thinks that I haven't treated cheating fairly, and that it's really an honorable and respectable institution, let him speak out and give his reasons for it. But that's nonsense. The point's right here: we've let this evil grow up among us; how are we going to stamp it out?"

There was a long silence. No one cared to stand up and defend cheating, because there was not much to be said in its favor, and because Homans. who had just shown himself an unpleasant adversary, was half out of his seat, all ready to answer any remark that could be made. At last George Rogers rose with a paper in his hand.

"I've written out these resolutions," he said; "and I hope they suit you. I don't write fancy stuff very well; but you'll all excuse that, if I've said what you want. Here goes, anyway."

George then read in a very loud voice the following resolutions:

"*Resolved*, That whereas a lot of us thought cheating was all right, and used to cheat all we could, we've come to the conclusion that it's kind of mean.

"*Resolved*, That we don't intend to go on cheating, because it's about as bad as lying.

"*Resolved*, That if any one does cheat, the rest of the class will go for him and make him sorry he was born.

"*Resolved*, That a copy of these resolutions had better be given to Mr. Opdike."

As soon as Rogers had finished, Stetson got up. "I move Mr. Rogers' resolutions be unanimously adopted," he said.

"You have all heard Mr. Stetson's motion," said Winslow, who had constituted himself a sort of president; "anything to say about it?"

He looked hard at Aiken and Wiggin. But Aiken and Wiggin realized that public opinion was with the resolutions; and neither of them was heroic enough to brave public opinion.

"Well," said Homans, "all in favor of Mr. Stetson's motion will please say 'ay.'"

There was a loud shout of ayes.

"Contrary minded, 'no.'"

There were no noes.

Mr. Opdike seldom smiled; but he could not help being amused at the strong simplicity of George's resolutions. He read them over several times, and then looked at the boys with a much pleasanter expression than that which he usually wore.

"I was surprised and pained," he said, "to learn that cheating was so common among you. I see that you have been too sharp for me. But now that you have come to these excellent conclusions"—holding up the paper, and smiling again—"I think I must put complete confidence in you. To

be more serious, boys, I am very glad that you stopped in time. There is nothing that hurts a man's character like cheating and deceit. It is almost impossible for a thorough cheat to become completely honest again; he hardly knows how.

"I am more pleased than I can tell you that you have found the cure for your own disease. And to prove to you that I have perfect confidence in you aud your new resolutions, I propose to give you a history examination this hour, and to leave you entirely to yourselves. Please understand that I have not the least doubt that you are worthy of my confidence."

Here the boys burst into applause. Mr. Opdike raised his hand to restore silence, gave out the history papers, and left the room. The boys looked at the papers and began. For the first time in four years every member of the class was working honestly.

But, as Mr. Opkike said, it is very hard for a thorough cheat to become completely honest. Poor Frank Wiggin had no more idea of history than he had of Hebrew. His method of passing history examinations had always been to cheat. Even then, he seldom obtained a good mark. But when he tried to work out his examination honestly, he found that he did not know a single question, and would have to hand up a blank paper. There was his book just inside his desk, and no teacher on the platform! The temptation was too strong for him. As to the boys, he had no doubt that half of them felt just as he did. He raised the cover of his desk, opened and adjusted his book, and started to work out the paper, though the sudden stopping of the scratching of neighboring pens showed that the other boys were looking at him.

It was a critical moment, and Winslow, like a skilful general, saw that something decisive must be done. He caught George Rogers' eye, and nodded toward Wiggin. Then he pointed to one of the windows of the room, known as the "trough window," because the sill was some two feet above the great watering trough that stood in front of the school. George nodded back his intelligence, and, taking Val Stetson with him, approached Wiggin, who was still writing. The whole thing was done with gravity and decorum, like an execution in the army. The two big fellows grasped poor Wiggin by the head and feet and carried him, kicking and struggling, to the window. He did not dare to cry out, for fear the teacher would come in. Then he was lowered, carefully and slowly, into the great trough, and, in spite of his efforts, pushed down into it so that the water closed over him. After that the two executioners took their seats again and resumed their work. Not a boy had risen from his seat, not a word had been said throughout the whole transaction. Wiggin did not return that morning.

That was the end of cheating in the class which had once been so famous for it. Wiggin came back to school the next day and manfully confessed the whole thing to Mr. Opdike, who laughingly said that he thought the poor boy had had punishment enough. No one ever ventured to brave the indignation of the majority again. Mr. Opdike was so kind and sympathetic during the whole period of the class's exposure and disgrace that for the remaining two years at school he was the boys' favorite master. As a matter of course, they all took off their hats to the teachers; but it became an especial class custom, when one of the old "cheating class" saw Mr. Opdike near by, for the boy to take his hat off, and keep it off till the teacher had passed him.

The class has long since graduated, and its members are now all of them honorably occupied in honorable business. Homans is in the State Legislature, and is celebrated as a merciless exposer of all sorts of dishonesty and bribery. George Rogers has been called the "honest lawyer of Annisville." The "cheating class" might be forgotten except for one name which will always bring them to remembrance. When an Academy boy takes a stranger over the school he always stops at the watering trough and makes a little speech: "Oh, and there's Wiggin's bath-tub. You see, sir, a fellow named Wiggin cheated, and the other fellows dumped him in there, clothes and all. That was about fifteen years ago, and it's been a sort of school boast that since Wiggin's bath no boy ever cheated at Annisville."—*Canada Educational Journal.*

HE GOT IT.

A GRAPHIC incident in the life of a spoiled child is well told by a writer in an exchange: Among the passengers on the St. Louis train recently was a woman accompanied by a nurse girl and a boy about three years old.

The boy aroused the indignation of the passengers by his continued shrieks, and kicks and screams, and viciousness towards the patient nurse.

Whenever the nurse manifested any sharpness, the mother chided her sharply.

Finally, the mother composed herself for a nap, and about the time the boy had slapped the nurse for the fiftieth time, a wasp came sailing in and flew on the window of the nurse's seat. The boy at once tried to catch it.

The nurse caught his hand and said, coaxingly, "Harry musn't touch. Bug will bite Harry."

Harry screamed savagely, and began to kick and pound the nurse.

The mother, without opening her eyes or lifting her head, cried out sharply:

"Why will you tease that child so, Mary? Let him have what he wants at once."

"But, ma'am, it's a—"

"Let him have it, I say."

Thus encouraged, Harry clutched at the wasp and caught it. The yell that followed brought tears of joy to the eyes of the passengers.

The mother awoke again.

"Mary!" she cried, "let him have it!"

Mary turned in her seat and said demurely, "He's got it, ma'am!"

ASTRONOMY IN HIGH SCHOOLS.

OF all the sciences, the oldest and in many ways the most interesting is the science of the stars. In all ages, from the time the morning stars first hymned their songs of praise down to the present, the stars have been the subject of keenest interest and of profoundest thought. The close of the 19th century shows a still greater interest in astronomy than the annals of any previous age can furnish. But it is to be deplored that whilst Botany, Chemistry, Geology, Algebra, Geometry, Physics, Physiology, English Literature, Rhetoric, Latin, Greek, German, French, and History, are all studied by the boys and girls of our high schools, astronomy is either entirely ignored, or at most glanced at in a very desultory way. This should not be so. Men of wide intelligence and sound judgment, men whose opinions are entitled to the highest respect, will say that for all the purposes of thorough culture, Astronomy takes very high rank.

When we consider the various relations that the other sciences sustain to Astronomy, as Photography to Astronomy, Physics to Astronomy, Chemistry to Astronomy, Geology to Astronomy, Chronology to Astronomy, and Geography and Ocean Commerce to Astronomy, it must be admitted that this science assumes at once an importance that is second to no other. When we consider that 3000 or 4000 years B. C., Egypt and Babylonia furnished texts written on papyrus, burnt in brick, or chiseled on stone, showing that observations of eclipses and other astronomical phenomena had been made; and that those oriental nations had erected monuments, temples, and pyramids, in strict harmony with astronomical principles; that the "Father of Astronomy," Hipparchus, 130 B. C., discovered the precession of the equinoxes; that Ptolemy of Alexandria wrote the Almagest, 130 A. D.; that Copernicus gave to the world for the first time the true theory of the solar system; that Kepler first proclaimed the three fundamental laws of the solar system; that Tycho Brahe first demonstrated the value and use of an astronomical observatory; and since their days, a long line of men, illustrious because of their almost infinite sweep of intellect, Galileo, Newton, Laplace, Herschel, Secchi, and a host of others, some dead and some living, have by the aid of their mathematical genius, by observation, and by telescopes, infinitely enlarged the domain of the universe, we must say that Astronomy is worthy of the best effort of the human mind, and of the most earnest study of every boy and girl.

When we consider that the Book of Job, written probably more than a thousand years B. C., that the Iliad of Homer, written nearly a thousand years B. C., refer to some of the most brilliant stars and groups of stars in the skies; that Kant, the prince of German Metaphysicians, had time to write his remarkable works on the "General History and Theory of the Heavens" and on "The Volcanoes of the Moon;" that Carlyle, one of the masters of English literature, gave plaintive utterance to his feelings as follows. "Why did not somebody teach me the constellations, and make me at home in the starry heavens, which are always overhead, and which I don't half know to this day?" that the great poets and writers of literature, of all ages, and in all languages, have adorned their master-pieces with passages concerning the starry heavens; when we consider all this, the wonder is that so little effort is expended in the High Schools of our country, in making more widely known the elementary facts and truths of astronomical science and also uranography. Here is a field that has been left practically to the astronomers of the observatories, or to the irregular methods of a few amateurs that are to be found here and there among the nations.

In order that Astronomy may become a popular study, every High School should be equipped with apparatus, not expensive, but scientific and exact—celestial

globes and charts, a small telescope, and a well selected library of astronomical books by the best writers. Thus prepared, the work should be begun by observations of the heavens, in order to learn the names and locations of the constellations and of the stars of the first, second, and third magnitude, together with the mythology attaching to them. To most beginners, such a study of the heavens becomes most interesting, and the interest develops, before one knows it, into enthusiasm. This course may be followed by a study of the celestial circles, as the equinoctial; the ecliptic; their intersections, their poles; meridians; the vertical circles; right ascension and declination; the motions, orbits, distances, and size of the planets, and their relative positions, interplanetary influences, and their physical conditions; the general theory of eclipses and occultations; sun spots and solar phenomena at the time of solar eclipses; equinoctical and solstitial points; the precession of the equinoxes, and other items of interest. The next subject may be a study of the comets that visit our system, and of meteors and meteoric swarms, and their origin and destiny.

At this point an investigation of the heavens beyond the solar system may be entered upon. With a good telescope whose object-glass is 4 or 5 or 6 inches in diameter, many of the wonders and beauties of the celestial depths may be brought to light. The so-called fixed stars will be found to vary in color. Some are white stars, others are red; some are yellow, and others are blue; and to learn to distinguish these various colors in the stars, and some of the most marked variations from them, constitutes a most pleasant and interesting kind of astronomical work. The telescope will also enable a person, properly trained, to discover a very important arrangement of many of the stars; that is to say, some stars that to the unaided eye appear to be single, are found to be double, constituting a pair, each of which revolves about a common centre; others are found to be triple, and others still quadruple. Then again, there is another class of stars, called variable stars, many of which are known to exist; some of which at times shine with great brilliancy, and at other times gradually fade away to an almost invisible condition, vibrating, as it were, periodically between the two extremes; this class will demand attention.

Our little telescope, as it is turned toward the constellations, one after the other, will reveal still other wonders. Clusters of stars will appear as by magic in Hercules, Taurus, Cancer, Gemini, and so on, numbering hundreds and even thousand of stars that are invisible to the naked eye. Sir W. Herschel counted 200 stars in a cluster blelonging to the constellation Serpens. A cluster in Hercules, visible to the naked eye on moonless clear nights, is composed of more than 5000 stars ranging in size from the 10th to the 15th magnitude. Many nights could be spent in the examination of star clusters. Another very important subject, and one that will well repay all the expenditure of time and labor that may be required, is the consideration of those fleecy, cloud-like objects that lie far out in the stellar places, to which the name of nebulæ or nebulous fields may be applied. Some of these are visible with an opera glass, or, as in the case of the great nebula in Andromeda, and the great Orion nebula, with the naked eye. Their grandeur and beauty, however, are made to appear only by the use of a large telescope. Nor must the Galaxy or Milky Way be omitted from the list of subjects properly belonging to High School Astronomy. This "backbone of the Heavens" as it may be called, contains its mysteries and "coal sacks" that will furnish pleasant and profitable occupation for many hours.

To all the foregoing, another and very essential feature should be added. The literature of astronomical science is quite extensive at the present time, and rapidly growing. A portion of the to[illegible] for astronomical work, therefore, shou[illegible] consist of a hundred or more volum[illegible] upon various astronomical lines, inclu[illegible] ing the history of Astronomy, the bio[illegible] raphies of the best astronomers, and [illegible] scriptions of the greatest observatories [illegible] the world. The list of books should e[illegible] brace, among others, the followin[illegible] Clerke's "History of Astronomy duri[illegible] the 19th Century," Grant's "History [illegible] Physical Astronomy," Langley's "T[illegible] New Astronomy," Lockyer's "T[illegible] Dawn of Astronomy," Lockyer's "S[illegible] Gazing," Lockyer's "Chemistry [illegible] the Sun," Proctor's various astrono[illegible] cal publications, Proctor and Ranyar[illegible] "Old and New Astronomy," Flamm[illegible] ion & Gore's "Popular Astronomy[illegible] Ball's various astronomical publicatio[illegible] Young's "The Sun," Webb's "Celes[illegible]

Objects for Common Telescopes," Todd's "Total Eclipse of the Sun," Chambers' Revised Astronomical Works.

To supplement all that cannot be at tained otherwise, in the way of celestial observations, a good lantern and a complete set of the best astronomical slides would be of great value. Such an equipment would materially increase the interest in many ways.

High School students should be encouraged to pay close attention to the many celestial phenomena that are almost constantly occurring — solar and lunar eclipses, occultations of stars and planets, conjunctions of planets and of planets and stars; the coming and going of comets, and meteoric falls and displays; and the displays of the Aurora Borealis.

A course of Astronomy as outlined in the foregoing, would certainly do as much for the average High School boy or girl in strengthening the intellectual faculties, in broadening the character, in elevating and stimulating thought, desire and purpose, and in creating a strong and pure imagination, as any other subject, whether scientific or literary, embraced within any course of study for High Schools.—*Prof. E. Miller, University of Kansas, in "Popular Astronomy."*

IMPURE LITERATURE.

BY ANTHONY COMSTOCK,
Secretary of Society for Prevention of Vice.

"GENIUS takes its rise out of the Mountain of Rectitude.—*Emerson.*

"The greatest work has always gone with the most fervent moral purpose."—*Lanier.*

"Men give reputation to Literature, and convince the world of its usefulness."—*Addison.*

Webster defines Literature as "A class of writings distinguished for beauty of style or expression, as poetry, essay or history, in distinction from scientific treatises and works which contain positive knowledge."—*Belles Lettres.*

"ART" and "Literature" are dignified and conservative terms, and should be applied to that which ennobles, cultivates, and develops the mind and soul of man. The custom of applying either of these terms to the foul conceptions emanating from debased natures, which appeal to animal passions or the groveling things of life, even though the touch of genius is employed in committing them to paper or canvas, is to be deprecated.

It is a misnomer to use the term "Art" or "Literature" when speaking of an obscene painting or bawdy book. True art is never unclean. Sidney Lanier wrote: "Let any sculptor hew us out the most ravishing combination of tender curves and spheric softness that ever stood for a woman; yet if the lip have a certain fulness that hints of the flesh; if the brow be insincere; if in the minutest particular the physical beauty suggests a moral ugliness, that sculptor— unless he be portraying a moral ugliness for a moral purpose—may as well give over his marble for paving stones." He who has not yet perceived how artistic beauty and moral beauty are convergent lines which run back into a common ideal origin, and who therefore is not on fire with moral beauty just as with artistic beauty,—he is not a great artist.

That which emanates from the devil's printing press has no more claim upon literature than a licentious picture has upon art. The only claim should be when speaking collectively with other printed matters.

A person standing in a public place, using indecent language, or telling a bawdy story, is properly called a "blackguard." His words are but his thoughts and imagination spoken aloud—the conception of his own mind and taste. His very presence acts as a sort of check upon his listeners. The moral coward will laugh, and others will find a sort of satisfaction in the hog's-wallow of filth that such an one revels in. Not so with the foul book or criminal story. It becomes a silent companion to thought. It quickens imagination and arouses passion without having the power, by its presence, to create the same shock to modesty that the personal presence of the author would.

Is the author justified or excused simply because the foul ideas he conveys are dreamed out upon paper, and not spoken aloud? His story is the offspring of his own perverted nature. Impure thoughts were in his mind before they could be committed to paper. Sensational style, ease of form, and the covert detail, will not justify placing before the receptive mind of youth, the nauseating, insidious, tainted and debasing story, even though written so as to evade the law.

There is a strong competition existing among many modern scribblers, as to which one can write the filthiest story

and at the same time escape the penalties of the law. There seems to be no public sentiment against this soul-degrading practice. The inconvenience of the law is all that holds many blackguards in check. So called reputable publishers in New York, Boston, Philadelphia, Chicago and other large cities, have recently seemed to be in rivalry as to which one could find among ancient nastiness, and books suppressed in foreign lands, salacious matters to reproduce in this country. Such unclean things these so-called decent men make their stock in trade, and sell for personal gain.

The principal thought in many cases is to get a publication vile enough to sell. Let one of these respectable dealers in filth be arrested, and a great outcry is made about lack of "judgment," "interfering with classical literature," etc. We have in this country imitators of French and German realism, writers who seem to turn the brothel inside out, and open wide the doors of dives and resorts of the degraded, for thoughtless ones and children to look in upon.

Many daily and sporting papers fill their columns with highly colored details of sickening and loathsome crimes. The lowest resorts of the degraded and criminal classes are ransacked for foul stories from real life. A choice commodity in trade for such is the exposure of the rich libertine, rake or scoundrel or fashionable woman who has in society worn good clothes, ridden in elegant equipages, done fashionable watering places, created a ripple in high life for a while, and then found to have been living a a false, defiled and shameless life.

Add to these reeking sensationalisms and foul details, the gloating of certain weekly papers over every downfall of woman, every scandal in society; the double-entendre anecdote; pictures in which young women and girls are denuded of their womanly apparel, placed in lewd postures, represented as mingling with roues, vagabonds, and lecherous men. All these are breeding a moral leprosy that may debase this nation below the level of beasts. Mingled with realism, sensationalism, licentiousness and criminal details, are infidel lectures, scoffings at reformatory movements, caustic flings at religion, blasphemy of God's name, sarcastic assaults upon divine institutions, and exultations over the temptation and downfall of good men.

Added to the reading matters, con advertisements which are finger-boar to hell. Quacks and unscrupulo specialists, under the cover and sanctic of so called reputable editors, prey up the sick and the afflicted. Motherhoc is assailed; young maidens have plac before them the temptations to lives shame. Lying ghouls lie in wait to d stroy the native innocence of childhoo "Personal" advertisements which are burning shame and insult to every famil bid openly for shameful living. Th "sure tip" of the boss gambler an "tout" offering bets, upon horse racing is carried into the home, store, bank manufactory, and place of business, b the daily paper, to tempt our young me to dishonesty and abandonment of indus trious habits. Advertisements of "mas sage treatment" are alluring foolish one to the mouth of hell, and cover things a bad as Sodom and Gomorrah. Low play houses where women degrade their sex t entertain low and foul-minded persons receive the endorsement of the blanket sheets every morning. Editors practi cally take the quack, gambler, fraud an libertine, by the hand, and lead them int the home, and present them with thei endorsement to the occupants of ever family where their papers go.

All these and more are some of the co roding influences thrust into our home assaulting the integrity and moral cha acter of our children. Nearly or quite on third of the entire population of this cou try are twenty-one years of age or und Every one of these, more than twent two million of youth, are in the recepti state. They are each in the seed-time the plastic state—when character is m easily moulded, and impressions m sensibly felt. Shall no regard be had the effects of these exhalations of lew ness and shame upon these tender one

Moral scavengers who dip their pens lust and crime, should not be allowed retain a place in decent society. Th should be quarantined and shunned m rigidly than the leper. It is time to c a halt upon the venders of dirt. If l ertines, prostitutes, gamblers, quacks, filers of men and the criminal clas must have a literature, let so-called re table publishers, if they will, provide c exclusively for them; but let them outrage the entire country by prostituti the daily newspapers to cater to the restrained propensities of the wicked.

ociety" demands salacious reading. n have it without smutting the en- ıntry. Let an enlightened public ɜnt brand as a moral scavenger any · woman who writes, prints, utters a tainted story. They are more readed than mad dogs. They are ting our youth with a phobia han hydrophobia, to wit, *lustpho-* 'he venders of filthy and criminal should be ostracised. Let all such ıt the literature of crime and lust find patronage in the Christian Let Christian people, patriots, of purity and friends of chil- ɔoycott any person who handles s in these matters which endan- souls of the rising generation.

.uch our youth and the curse falls ıe coming men and women. Infect vith lust and intemperance, and ill transmit a curse to their off-

Every sense of chivalry cries ıinst the degrading of woman, by of advertising cards, show-bills, ıictures upon walls of bar-rooms, sh pictures in so-called weekly so- apers. A set of lust-encrusted de- es, in many cases men who revel ıtiousness, are employed to secure ing matters to fill the columns of ash publications. Moral scaven- ıeir own sense of delicacy has be- ɔ blunted that they seem to think nmunity enjoys the foul carrion emselves gloat over. Are not our ɔf too much importance to the fu- this nation, to be thus debauched l and corrupted in thought?

thing to do is to stop the devil's ıwing. This will never be done he printing press grinds the grist , for the toils and rewards of the The standard of morals must be d out of the debasement into we have sunk, when such evils as o-day, exist without a protest. ıly are the "Moral cancer plant- ; our own land busy, but recently stigated four cases, one each in Germany, Holland and England. :h instance most debasing and ı matters were being sent over curse this nation. Prompt efforts ıken to stop this invasion of for- es.

nts must be more watchful over :hildren. Teachers, more on the .t school, to detect the hidden . Editors, more patriotic to defend the community from these insidious invasions of personal rights—the right to bring up our children pure. Courts more rigid and severe in punishing these moral scavengers. And good citizens more liberal in providing means to defeat the conspiracies of corrupt men, to overthrow the safeguards of religion and morals. The hope of this nation is in our youth. "Be not deceived. God is not mocked; for whatsoever a man soweth that shall he also reap."

A LIGHT IN THE WINDOW.

BY JEAN INGELOW.

OFF the coast of one of the Orkney Islands, and right opposite the harbor, stood a lonely rock, against which on stormy nights the boats of returning fishermen often struck and were lost.

Fifty years ago there lived on this island a young girl in a cottage with her father, and they loved each other very tenderly. One stormy night the father was away on the sea in a fisherman's boat, and, though his daughter watched for him in much fear and trouble, he did not come home. Sad to tell, in the morning his dead body was found washed upon the beach. His boat, as he sought the harbor, had struck against the Lonely Rock and gone down.

In her deep sorrow this fisherman's orphan did not think of herself alone. She was scarcely more than a child, humble, poor, and weak; but she said in her heart that, while she lived, no more boats should be lost on the "Lonely Rock," if a light shining through her window would guide them safely into the harbor. And so, after watching by the body of her father, according to the custom of her people, until it was buried, she lay down and slept through the day, but, when night fell, arose and lighted the candle, placed it in the window of her cottage, so that it might be seen by any fisherman coming in from sea and guide him safely into the harbor. She sat by the candle all night, and trimmed it and spun; but, when the day dawned, she went to bed and slept.

As many hanks as she had spun before for her daily bread she spun still, and one over, to buy her nightly candle. And from that time to this, for fifty years, through youth, maturity and old age,

she has turned night into day; and in the snow-storms of winter, through driving mists, deceptive moonlight, and solemn darkness, the northern harbor has never once been without the light of her candle.

How many lives she has saved by this candle, and how many meals she has won by it for the starving families of the boatmen, it is impossible to say. How many dark nights the fishermen, depending upon it, have gone forth, cannot now be told. There it stood, regular as a lighthouse, steadily as constant care could make it. Always brighter when daylight waned, the fishermen had only to keep it in constant view, and were safe.

There was but one thing to intercept it, and that was the rock. However far they might have gone out to sea, they had only to bear down for that lighted window, and they were sure of a safe entrance to the harbor.

But what do the boatmen and boatmen's wives think of this! Do they pay the poor woman? No: they are very poor. But, poor or rich, they know better than that. Do they thank her? No. Perhaps they think that thanks of theirs would be inadequate to express their gratitude, or perhaps long years have made the lighted casement so familiar that they look upon it as a matter of course, and forget for the time the patient watching within.

EYE OR EAR.

BY W. W. DEATRICK.

THE question is sometimes asked, "Which would you rather lose, if compelled to give up one, the sense of hearing or that of sight?" Some folks answer very promptly and very confidently, the loss of sight is to be preferred. Quite a number of arguments are sometimes given in favor of this answer.

The question can not, we think, be answered quite so readily and confidently. Indeed, the writer of this, fully aware of the multitude of arguments in favor of hearing being the sense the loss of which would cause greatest deprivation, would, unhesitatingly say, "Let hearing go, if only sight may be retained."

The answer to the question depends largely, if not entirely, upon the medium through which each individual receives his knowledge and his pleasure. We commonly say that man has five senses. But each one of us, unless imperfect, has more than five senses. Some would enumerate a dozen or more, but probably we should reckon eight or ten. The number, however, does not concern us now. Some people use one sense, others use another sense, predominantly.

One class of people, only a very few, and these chiefly deficient in some other sense, get their knowledge of things around them largely through sensations of touch. These are called *tactile-minded.* A somewhat larger class — a few are found in almost any gathering—get their knowledge from the muscular sense, now generally recognized as a sense additional to the five commonly mentioned. Such people are called *motor minded.* If they think of a bell, for instance, they will seem to feel its swaying or vibration.

A third class is that of *ear-minded* people. To this class belong the ones who would rather lose sight than hearing, that is, if they answer the question from experience rather than from what they have been taught or have read. All such persons obtain their mental images of the outside world largely by means of the ear. Their images are mostly auditory images, and so most of their pleasure is gained through the ear, in consequence of which, to them, deafness would be a more severe loss than blindness.

By far the largest number of persons, however—in fact as many as all the others put together—get their knowledge or mental images and, consequently, their pleasure, mainly through the eye. For this reason they are known as *eye-minded.* It can easily be understood how people of this type would lose most by being deprived of the sense of sight. In connection with this it is interesting to note that in the opinion of those who are capable of judging, the human race is becoming more and more eye-minded. There are many facts leading to the conclusion that people of modern times are much more eye-minded than were the ancients, who probably were, for the most part, ear-minded.

It is an interesting experiment to determine to which class a person belongs. It would not be at all unprofitable if each one of our readers were able to decide for himself whether he is eye-minded, ear-minded, or belongs to one of the other types. Teachers in our schools should understand how to make these tests, as it

s very evident that it must be up-hill work trying to teach an eye-minded pupil by methods that appeal to one who may be ear-minded, or *vice versa*.

Kutztown (Pa.) State Normal School.

WHAT DO WE REMEMBER?

THE memory is so essential to the existence almost of every other power, and to the continuity of consciousness itself, that it is in little danger of being underrated. Every one prizes a good memory, or laments a poor one; and the many arts and devices and painstaking methods that are recommended for strengthening it prove how highly its power is valued.

To strengthen is, however, not the only, perhaps not the best, means of cultivating the memory. The mind is not an indefinitely elastic vessel to receive and to hold whatever may chance to fall into it. There are some persons whose memory is very strong, yet comparatively valueless. Emerson alludes to "a bright school girl who remembers all she hears, carries thousands of nursery rhymes and all the poetry in all the readers, hymn-books and pictorial ballads in her mind, and 'tis a mere drug. She carries it so carelessly, it seems like the profusion of hair on the shock heads of all the village boys and village dogs; it grows like grass. 'Tis a bushel basket memory of all unchosen knowledge, heaped together in a huge hamper, without method, yet securely held and ready to come at call, so that an old scholar, who knows what to do with a memory is full of wonder and pity that this magical force should be squandered on such frippery." Some can recall facts, dates, and names with ease and accuracy; others can faithfully recount every article of dress worn by each lady in a crowded car; and one man boasted that he knew the face of every sheep in his flock of three thousand.

Yet there are better uses of the memory than these, and better ways of cultivating it, than to strive to impress indelibly single facts or sights, however important they may seem to be. Indeed, there is much in our lives, especially in what we have heard or seen or read, that ought not to be remembered; and the art of forgetting is one important aid to the art of remembering. Not, then, how shall we endeavor to remember everything? but what shall we *choose* to occupy a permanent place in our minds? should be the problem we set before us.

The memory is, upon the whole, a fair index of character. For it is what interests us most deeply that we recall most vividly. Take three men, for example, whose work lies in the same direction. One of them is entirely engrossed in the money he is making; another is chiefly solicitious about the excellence of his work; the third is indifferent and languid, only working in a perfunctory way, from habit or compulsion. Now, though the occupation be the same in each case, the remembrance of it, at the close of the day, will be quite different. The mind of one will instinctively revert to his wages and their probable rise or fall, or or the profit and losses which he has incurred or may incur in the future. The second will ponder on his skill or want of skill, on his prudence or folly, the quality of the results he has produced, and the points at which improvement can be made. The third has no clear remembrance of any kind to dwell upon, and the thought of it passes away without result.

So in public affairs, in social and domestic life, in the changing events which speak to all in their various voices—each person retains most vividly in his memory that which aroused his enthusiasm, engaged his powers, kindled his affections or stimulated his intellect; while whatever has done none of these things is speedily forgotten. The salient moments of life, when intense thought, or poignant feeling, or vehement action thrill the whole being, are forever embedded in the memory, while weeks and months of passive or monotonous existence leave scarcely a trace behind. The same thing is manifest in education, where the memory is so important an element of success. The studies which interest the child, those in which his curiosity is awakened and his faculties are vitally exercised, are the ones which will abide in his memory, while the instruction, however useful or abundant, which has been passively or indifferently received, will fade from his mind, like a half remembered dream. The teacher who can inspire his pupil or his class with a personal enthusiasm for the subject in hand, is doing more to engrave it upon their memory than he could in double the time spent in mere instruction or memorizing. What the mind works out for itself by patient and intelli-

gent thought to logical and satisfactory conclusion is seldom forgotten. Not only the result is stored away, but the process also is remembered, and he is ready to sustain it whenever required, while hosts of so-called opinions which have simply been accepted second-handed without question exist only in a vague and confused mass without meaning or vital force. Unrelated facts soon drop away, but if they are links in a chain they hold fast.

What we wish to remember, then, we must thoroughly possess. If it is in the line of our work, we must be master of it, not only laboring diligently, but understanding each step, interested in each detail, seeing the relation of each part to the whole, and cultivating a passion for excellence. If we would remember our friends and have them remember us, we must develop our affections. Love, deep and sincere, makes imprints on the memory which are never erased while life remains. The mother never forgets while life remains. The mother never forgets her child, nor the ties that bind her to him, and her love is the type to which all others may aspire. If in old age we would wish to remember all that is beautiful and uplifting in nature and in art, all that is noble and beautiful in life and in character, we must choose them now, welcome them, dwell with them and cherish them, that they may become a part of ourselves that can never be taken from us. Whatever we emphasize in our life we shall retain in our memory; whatever we make truly and really our own will never be forgotten.—*Ledger.*

TEACHER FOR TEXT-BOOK.

BY DR. J. M. RICE.

IN my opinion, the greatest fault in the schools of our country lies in the professional weakness of our teachers. In order to be an ideal teacher, more is required than the ability to conduct a recitation scientifically, yet the ability to teach is fundamental. Before our ideal individual is worthy the name of "teacher," she must add to her moral traits a knowledge of pedagogical principles, and skill in their practical application. The fundamental purposes in elementary teaching are two: First, to develop power, the power to observe, to reason, to do; second, to aid the child in storing in his mind a fund of useful knowledge. Of the old school of teaching it may be said that the end and aim is the acquisition of knowledge; it appeals almost exclusively to the memory, and does but little toward the development of power. On the other hand, our most radical reformers are inclined to look lightly on the acquisition of knowledge, and to recognize as important only the development of power. Of course, on sober thought, we cannot fail to realize that both sides must receive due attention.

If it be the teacher's aim to lead the child to think, it is neeessary for her to apply the principle that the child must be told nothing that he is able to find out for himself. To compel the child to study the lesson from the text-book in advance of the recitation, is to violate this principle *in toto*, because by this means he is directly told by the text-book every point that he might be able to reason out for himself. In order properly to apply the principle, it is necessary to bring the new matter before the pupil for the first time during the recitation period. The aim of progressive teachers is to aid the pupil in building, so to say, a solid and permanent mental structure, consisting of fundamental ideas, based upon concrete facts which themselves shall ever remain fresh and active, forming a fund of real knowledge. To construct a mental fabric of this nature, it is necessary to bring the ideas to the notice of the pupil in a psychological order. It is only when we progress slowly and systematically, from the known to the unknown, and from the concrete to the abstract, that the facts may be properly welded together, and lead to the formation of clear fundamental ideas. To employ the ordinary text book method means a failure to apply these principles for two reasons: (1) in the text-book the facts are not arranged in a psychological order, but merely in a logical one; (2) the text book the facts are presented too rapid succession.

True instruction will not be obtained until the teacher is substituted for the text-book, as it is then only that the principles of teaching can be properly applied. The early attempts to teach without text-book are, necessarily, exceedingly feeble. To reach any degree of proficiency in scientific teaching is difficult and involves years of study and practice. If we, as Americans, should feel unequ

ısk, it would be better to retain book. But if we believe that we :o do what our German colleagues ıe, nothing is gained by waiting. :e of their bar to scientific teach- 'e has been strong opposition to val of the text-books, and partic- ɔr two reasons: It is claimed he text-book should be abolished, would not acquire the ability to s; and that the removal of the ɛ would cause the teacher to do for the pupil, so that the child's uld be no longer properly disci- Both objections are, in my opin- :ely unfounded. First, the fun- l purpose of education does not :aching the child how to use ıis is simply an importaut inci- ich it is well for the teacher to nind. Again, to study a lesson text-book does not teach the w to use books; it simply leads ɔerform a task, either to please er or to avoid punishment. To know how to use books is to understand how to look up sources of information, and this ability cannot be acquired by committing to memory the words of the text-book. By directing the pupils to write compositions, and by freequently calling for debates, in each instance suggesting lists of works to be used for reference, more can be done in a few exercises than can be accompished by years of lesson study. Second, when the teacher takes the place of the text-book, the child is by no means relieved of a task; on the contrary, in a recitation conducted on scientific principles, the child is obliged to perform intellectual labor more severe in character, though less dull and and mechanical, than when he commits the contents of the text-book to memory. When he studies the text-book, he acquires his information simply by exercising his memory; in a scientific recitatlon, on the other hand, he is obliged to bring many of his faculties into play in order to accomplish his task.—*The Forum.*

EDITORIAL DEPARTMENT.

SCHOOL JOURNAL.

LANCASTER, MARCH, 1896.

f men that ever wore earth about him was a ıft, meek, patient, humble, tranquil spirit; gentleman that ever breathed.—*Decker.*

ave stickin' in a tree, Jock; it will be growin' ıleepin'.—*Scotch Farmer.*

FFER. - - - - J. P. McCASKEY.

ɛ has been wide-spread interest ɛ work of the Chicago Woman's nal Union in relation to the pre- of a selection of readings from : for public schools. Following :estions of the late Professor ıey have been working for the years with the counsel of the ɛe which he suggested, com- representative men of various bodies. Their work will soon be Scott, Foresman & Co., Chicago.

ınnual convention of City and Superintendents will be held na, March 5th and 6th. Card r the purchase of tickets over ıe leading railroads may be had ɔt. D. S. Keith, Altoona, Pa. The programme was given in our last issue, and the proceedings of the sessions will be found in our next. This is one of the most important educational meetings of the year in Pennsylvania.

In the list of delegates of the State Directors' Convention the names of James H. McCain, esq., and Rev. R. A. Jamison were omitted in the February number and we take pleasure in crediting these delegates to Armstrong county. Their work was highly appreciated.

Supt. Wm. W. Cottingham, of Easton, the officer longest in commission of all Pennsylvania Superintendents, writes under date of February 8th: "Your esteemed favor of a portrait of the late Dr. Thomas H. Burrowes was duly received. I have delayed an acknowledgment of the picture in order to offer, as an accompaniment thereto, a contribution from the Easton teachers in support of the noble effort inaugurated to honor and perpetuate the memory of so noble a champion of popular education. Therefore please accept the within check for $12.50, and apply the proceeds thereof to the purpose named. I knew Dr. Burrowes per-

sonally, and rejoice in being the possessor of so artistic and life-like a portrait, that brings to mind the form and expression of him whom I always revered as a leader in educational thought and progress."

In the last issue of The *Journal* the excellent work that has been done in the schools of New Castle, in the way of organizing a pedagogical and school library and in the holding of the first City Institute, should have been credited to Supt. T. F. Kane, a very efficient officer, who holds his scholastic degree from Cornell.

On Friday evening, January 24, Supt. Hoffman held an educational rally in Columbia. The day had been spent by the directors and others in visiting schools. In the evening the opera house was filled by the best citizens, the stage being occupied by the Mayor, the editors and other professional men Addresses were delivered upon live questions, and the enthusiasm of all present was raised to a high pitch. The method by which Columbia trains her teachers is deserving of consideration in all cities which invariably elect graduates of the High schools to fill vacancies. The brightest of those who intend to teach are employed as substitutes at a modest salary. It is their duty to spend days and even weeks in visiting the rooms of the regular teachers for the purpose of studying the methods of instruction and government, and of familiarizing themselves with the advancement of the different grades. In case the regular teacher is absent, the substitute takes her place and draws half her pay in case of sickness, and all the pay in other cases. The discipline of the rooms in charge of the substitutes was quite as good as that of the rooms in charge of the regular teachers. The writer has never visited any district in which the order was so uniformly good in so large a number of schools.

Let the teacher cultivate in the pupil the taste for good reading. In German schools they read an hour per day, and it is the best work they do.

"I cannot fully express my admiration of the way you have gone into the Dr. Burrowes Memorial," writes Ex-State Supt. D. J. Waller, Jr., principal of the Indiana (Pa.) State Normal School. We are pleased to know that a man so practical and of such excellent judg so heartily endorses this memorial, the methods of the Memorial Comm in presenting it to the State.

It is interesting to know that J Dieffenbach and Dr. Thomas H. rowes were mutual friends and co-labo with respect for each other's ability with mutual recognition each of the service which the other had render the State. Miss Gerda Diffenbach within a few days, written us of the ' ticular admiration" which her fathe "for his friend Dr. Burrowes."

In ordering renewal of subscriptio members of his Board, within a few Mr. J. R. Elfreth, Secretary of the D Borough school district, writes: ' *School Journal* during the past yea contained much that is both instru and interesting, and, judging from expressions of the members of our B in favor of renewal of subscription, i been fully appreciated by our memb

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OUR SUMMER SCHOOLS.

Never before in the history of P sylvania have so many opportu been offered to those who desire t themselves for teaching. The No Schools are improving the quality of professional instruction. The coll are beginning to offer courses in P gogy. President Reed, of Dicki College, recently declared that he inte to give his undergraduates facilite practice in teaching. Improved tr ing facilities have made it possibl teachers living within an hour's ri Philadelphia to attend lectures in evening and to do laboratory wor Saturday at the University of Pen vania.

The opportunities for self-improve during the summer vacation are als ing multiplied, Last summer, at Jo Heights, the teachers organized a pe nent summer school that is intend move from place to place during su sive years and to reach teachers i parts of the State. This year's me ing is to be held at Huntingdon u the auspices of Juniata College. likely that the successful experime Lake Conneaut, which was made u the leadership of the Superintende

SANTA CLARA COU TEACHERS LIB.

Crawford county, will be repeated this summer. The Pennsylvania Chatauqua, at Mt. Gretna, has always made it a point to hold out special inducements to teachers. Nor should we in this connection fail to mention again the summer school at Philadelphia, which has for several years been held under the auspices of the University Extension movement. It is proposed next July to offer courses in Literature and History, in Psychology and Music, in Science, including Botany, Geology and Chemistry, and in Mathematics and Economics. The regular ticket to all these lectures is fifteen dollars, but by special arrangement the fee to teachers in Pennsylvania has been reduced to five dollars, The laboratories in Botany, Zoölogy, Chemistry and Psychology will give special facilities to those who desire to fit themselves for high school work.

The Farmers' Institutes now in progress throughout the State are creating a demand for instruction in the public schools that will tend to fit the sons and daughters of the farmers for their future vocation. Agriculture and horticulture have hitherto received very little attention from those in charge of our common schools. The whole trend of teaching was calculated to drive the boy away from the farm and to cause him to seek the city. Whilst the boroughs and cities were receiving the best brains from the country, the rural population was diminishing in numbers and perhaps in quality. Signs of a change appear in many places. Silver, Burdett & Co. have just published a little volume entitled "The First Principles of Agriculture." A small library consisting of fifteen volumes and costing $17.12, can now be purchased under the direction of the State College, and those who undertake to pursue a Reading Course can get direction and instruction by correspondence with the professors of that institution. At no distant day it will no longer be true that a farmer's son can pass through the common school, the high school, the normal school, the college and the university without hearing one word about the soil and its productions, about the growth of crops and domestic animals, and about the profits of the dairy and the garden. In the new era that is surely dawning, the teachers in rural schools will draw attention to the marvels of the farm instead of expending their chief strength upon knotty sentences in grammar and useless conundrums in arithmetic. The agencies set at work by our summer schools for the improvement of the teachers will help the Farmers' Institutes to inaugurate this change for the better in the rural schools.

JACKSONVILLE MEETING.

THE meeting of the Department of Superintendence of the National Educational Association, which was held at Jacksonville, Florida, February 18–20, drew to that city many school men from the North, with their wives and daughters, as well as teachers from all parts of Florida. The cold wave was felt during the opening of the sessions. One Superintendent was facetiously trying to borrow a pair of skates from his colleagues, and another claimed that he had seen a street-car conductor wearing ear-warmers in semi-tropical Florida.

The first paper was read by Supt. C. A. Babcock, of Oil City, Pa., on the "True Function and Essence of Supervision." He pointed out that "the two functions of supervision consist in the formation of a right ideal of education, and in the use of the best means to realize that ideal.

The problem of bringing the best schools to people in the Rural Districts was discussed with great zeal and animation. Supt. L. B. Evans, of Georgia, advocated the county as the unit for organization and taxation for school purposes. This plan was highly lauded by the representatives from Maryland. But if a county system is better than a township system, why should not a State system be better than a county system, and a National system better than a State system? If the cities are to be taxed to support good schools in the rural districts, why may the farmers not be taxed to build school-houses for the growing population of the cities?

It is argued that in some States the district system enables favored localities to tax the railroads, whilst more remote districts do not get the benefit of this taxation. This argument against the independent school district applies with equal force against taxation of railroads by townships and counties; for if the townships and counties having no railroads are to receive the benefit of revenue from this kind of taxable property, it must be paid into the State Treasury, and thence

distributed among all the school districts of the Commonwealth.

It is important to keep the schools near the people. As soon as the patrons lose their interest in the school, the "abomination of desolation" in educational matters is sure to come. Rural schools should be improved by an appeal to public sentiment to convince the farmer that his children deserve as good an education as those in the city, and then by placing at the disposal of the Directors the funds needed to maintain schools of the desired excellence.

The address by President Schurman, of Cornell University, on the "Vocation of the Teacher," should be read by every teacher in America. We hope to give this address in full at no distant day in the columns of *The School Journal.*

The fight inaugurated at Cleveland between Commissioner Harris and the disciples of Herbart was continued at Jacksonville. Whilst the latter maintain that all school work should be grouped around one centre—say the story of Robinson Crusoe—the former contends that there are five independent groups of studies represented in the common elementary school by arithmetic, geography, grammar, history, and literature; that no one of these branches could be substituted for any of the others, nor could any one of these groups be spared from the school education of the child without depriving the child of needful insight into the world in which he lives. Dr. Hinsdale poured oil on the troubled waters by showing that whilst the contending parties occupy different points of view, in reality they use the same materials for instruction and culture, and that the courses of study mapped out by them would not differ very much in the end. If the teachers were to wait until agreement is reached, we get a condition similar to that recommended by a school official who advised that schools be closed until school-houses of the proper sort have been erected.

A very fine address was delivered on Wednesday evening by Hon. J. L. M. Curry, the agent of the Peabody Fund. He said that much misapprehension exists as to the prevalence of education in the South prior to the war.

At that time the North had 205 colleges, with 1,407 professors and 29,000 students, while the South had 262 colleges, with 1,488 professors and 20,000 students. The University of Virginia, founded by the most learned and scholarly of all our Presidents—Thomas Jefferso—held so high a standard that diplom were given only in those studies actuall pursued, as Latin, Greek, mathemati and the like, while the degree of mast of arts was conferred only on him wh had graduated in all the courses schools of the University. "Before th war Virginia, on the basis of the whi population, was the most highly educate country in the world, and on the basis both white and colored population w surpassed only by Scotland."

"As far back as 1853 or 1855," said t orator, "when the President of our Ass ciation was not yet born, I voted for fr education in the State Assembly of Alabam

"Prior to 1867 no general or efficie public school system existed. Now, all t Southern States have embodied in their c ganic laws systems for the free education all children. The schools are as much part of the political system as the jury tri or the ballot-box.

"The most potential factor in bringi about the free school system has been t Peabody fund, established by a Mass chusetts man; the Yales, the Harvards, t Johns Hopkins, the Vanderbilts, have linked their names with institutions learning that they will forever be inscrib on the enduring tablets of the human mi

"These institutions are for the benefit those can afford to educate their childr but Mr. Peabody and Mr. Slater have giv their millions that the poor may not ha an education, as in many lands, of dynam and dagger, but be blessed with the gos of universal education.

"The main difference between the No and the South is the presence of the negro and the difference is not so much in la guage, in literature and in religion as their late servitude contrasted with th present conditions.

"At the close of the war the slaves came citizens, and the South, with subli heroism, entered upon the terrible strug of reorganizing society. Instead of repr and censure, it deserves unstinted praise what it attempted and achieved. I schools were established as essential to m terial prosperity and the preservation free institutions, and they were based up property for support. The presence of t races and the necessity for double scho made most serious the educational proble When Congress emancipated, citizeni and enfranchised the negroes, then it v the resulting obligation—not to be hones avoided—of preparing them for their n prerogatives, but national aid in their half was contemptuously refused.

"I do not wish to be understood as tagonizing the education of the negro. stand here to assert that every human be made in the image of God, with conscien

will, reflective power and responsibility to his Creator—every human being, black or white or red, is entitled to the highest development of his intellect, and it is blasphemy to deny him this right.

"I wish I could condense my feelings into words when I say that ballot-box stuffing, fake returns and the like cannot be too severely condemned and punished, but I suggest whether the sword of justice can be rightly wielded by those who committed the crime of turning over the franchise, the highest prerogative of citizenship, to dumb driven cattle. The people could not neglect their intellectual and moral development. It would be suicidal. The South has little property and sparse population compared with what the North possess. Among the greatest needs are a sustained public opinion; more intelligent and experienced school officers; better supervision; better teaching; longer terms of school; increased State and local revenues. In all the schools above primary manual training should be taught. There is increasing need for skilled laborers. The curse of the South is and has been unskilled labor."

It sounds strange to hear of the white boy plowing while the colored boy attends school, the white race paying 90 per cent. of the school taxes. Before the war the reverse was true. The slave labored that his white master's sons and daughters might enjoy all the advantages which wealth and education can furnish.

Toward the close of the meeting the weather grew warmer; the air became balmy, and the members of the Association began to enjoy the delights of the Florida climate. The arrangements of the Windsor hotel and the management of Mr. Leland are superb. We took a trip south to St. Augustine and to Tampa, by the Jacksonville, Tampa & Key West Railroad and the Plant System of Railways. The courtesy of the officials, the excellence of their service, the peculiarities of scenery, and other advantages enjoyed by those who travel by this route, warrant us in recommending it to all who come South to enjoy the sunny skies, the glorious air, and the splendid scenery of a sub-tropical country.

One of the most delightful persons whom we met was Mr. G. D. Ackerly, formerly a school director of Union City, Erie county, Pa., and an ardent friend of progress in educational matters. He said he had been a regular reader of *The Pennsylvania School Journal*. It was an inspiration to hear him describe his victory for a new school house when he was a Pennsylvania director, and the ovation he received on his visit a few years ago to his former home. The man who stands up for childhood can always face the world, and his name is spoken in terms of praise even by those who may have been against him in the struggle.

Mr. Ackerly is now a prominent railroad official, but his interest in the kindergarten and in popular education generally has not been lessened by arduous duties in new lines of work. The best wishes of *The School Journal* will always follow him and his work.

THE NORMAL SCHOOLS AND TEACHERS.

AT the convention of Principals of the several State Normal Schools held at Harrisburg, February 5th and 6th, a constitution was adopted, which provides for annual meetings to be held immediately after the November election. Each school is to be represented by its Principal and one or two Trustees, and to have one vote upon all questions pertaining to the courses of study, and to the management and policy of the Normal Schools.

It is designed that a part of the sessions shall be spent in the discussion of educational questions of general interest. At the last meeting much time was spent in discussing the Model School. The combination of observation and practice, the Worcester plan of sending the members of the Senior class to visit and assist in the city schools, the imperative need of new buildings at several of the schools for the accommodation of the pupil teachers from the Senior class, the advantage to the children and the disadvantage to the pupil teacher when the Model School classes are relatively small, and other points of vital importance, received attention during the deliberations.

On the way to the meeting, a director from a rural district took his seat beside the writer and described how a recent graduate of a Normal School had utterly failed in discipline. The School Board were on the point of asking her to resign. An experienced teacher from a school near by asked permission to take charge of the teacher and her school. After the lapse of a few weeks, the Board revisited the school and were delighted with the change. There are critical periods in the lives of young teachers when those of long experience owe them counsel and

encouragement instead of indulgence in unfavorable criticism and making unjust comparisons between recent graduates of the Normal School and teachers of long experience who lacked the benefit of regular professional training. The old practitioner in medicine may know many things with which long experience has made him familiar, and which the recent graduate may know only in theory. At such times it is well to remember that beginnings are difficult, that the newcomer in any vocation who is honestly trying to learn desires the helpful sympathy of his older colleagues. There are some things which even the best Normal School cannot give to those preparing to teach, and if this fact were borne in mind by carping critics, there would be fewer aching hearts and fewer failures among those who are teaching their first terms.

DR. BURROWES' PORTRAIT.

IT required three months or more to secure such a portrait of Dr. Burrowes as was regarded satisfactory by the Memorial Committee. Three artists worked upon it, one after another. The unusually large size of the engraving—it being the largest head Mr. Rea has ever made—again caused delay. Then came difficulty in securing the kind of plate paper desired for the large edition. But at last the portrait, satisfactory in all respects, is printed, and already six thousand copies have been sent out through the mails, or distributed to Superintendents and Normal Schools. A few artist proof impressions, on the finest Japan tissue, have been printed from the wood-cut itself, by the slow but perfect hand-process, which are at the very top of the art, and are worth ten dollars each. Of the portraits framed and exhibited in Lancaster, where of all places Dr. Burrowes was best known, *The New Era* say:

"The portrait of Dr. Thomas H. Burrowes, which has been placed in a number of the large show windows of our principal streets, is a remarkably fine piece of art work. It is twenty-seven years since Dr. Burrowes removed from Lancaster to the Presidency of the Pennsylvania State College, but the man 'in his habit as he lived,' is at once recognized in this perfect picture, his face as familiar as if he had left us but yesterday. It is the work of one of the most skillful engravers of facial expression in the United States, Mr. Jeremiah Rea, of Philadelphia, who put his best upon it with unusual interest, and pronounces it one of the most satisfactory pictures he has ever made. The portrait from which he worked was a composite picture, made from a number of photographs under careful criticism by those who knew Dr. Burrowes well, and we do not see how any result could be more life-like.

"The pictures now on exhibition are known as India proofs, impressions by hand directly from the wood, upon the famous India or Japan paper, and are as fine specimens of the engraver's and printer's art as can be produced anywhere. The very delicate tissue on which they are printed was mounted by Mr. Harry Eckert, at Trout's bindery in this city, though both the engraver and art printer in Philadelphia, from whose hand-press this tissue comes, said they had never seen it mounted thus, and did not think it could be done successfully.

"The same portrait on heavy plate paper, from the electrotype, seems almost equal to the above. Ten thousand five hundred copies of this picture have just been printed on one of *The New Era* presses, and of these six thousand have already been distributed to different parts of Pennsylvania by the Memorial Committee.

"It is a great thing that a picture like this should be given to the State. Dr. Burrowes is a historic character, a man of the very first rank in his beneficent influence upon his own and after times. It is therefore a matter upon which the State is to be congratulated that a picture such as this shall truthfully present this great man to future generations. His is a face that should be familiarly known in every free school in Pennsylvania.

"These pictures, which have been framed in handsome style, will be sent to the State Normal Schools, Dr. Burrowes having written the law under which these schools were organized, to the Department of Public Instruction, the office of the Secretary of the Commonwealth, the State Library at Harrisburg, and elsewhere. Dr. Burrowes did more than any other man for the cause of education in Pennsylvania; and the memorial which is now contemplated, and of which this portrait is one of the best features, will serve to put him in his proper place as one of the foremost of all men in enduring

-vice to the State. It is to the great nor of Lancaster that such a man can claimed as one of her citizens.

"In the good work they are doing the :. Burrowes Memorial Committee de-ves well of the Commonwealth."

Says *The Morning News:* "One of the ɔst appropriate memorials that have at-ıcted recent attention is that in recog-:ion of the great work done by Dr. ıomas H. Burrowes. It is in every ıy to be commended. The amount of ɔney received by the Memorial Com-.ttee during the past few months is be-'een $2,000 and $2,500. The unique an submitted by the committee and ap-ɔved by the State Teachers' Associa-ɔn at the Mount Gretna meeting last mmer, includes a tomb of granite, ɜmorial window, mural tablet, memo-ıl portrait, and memorial volume. The rtrait has just been printed. It is one the most striking features of the plan, d nothing has been spared in money, ne or care, to give to the State an ɜally excellent picture of this distin-ıished man. Within a day or two this ɔrtrait has been put on exhibition in ıncaster. It challenges criticism, as a umph of engraving and art printing; .d, as a likeness, all who knew Dr. Bur-wes pronounce it 'about perfect.' The ctures exhibited are known as Japan 'oofs, carefully printed by hand, with l the life in them that this finest of tis-ıe paper affords. It is, beyond any ɔubt, a remarkable picture, and will ɔw and hereafter stand as 'the counter-it presentment' of Dr. Burrowes, who . by common consent, our foremost man service rendered to the cause of general lucation in Pennsylvania. We add, in osing, an extract from a recent article ' Dr. N. C. Schaeffer, State Superin-ndent of Public Instruction: The edu-tional services of Dr. Burrowes to Penn-lvania exceed those of Horace Mann to e State of Massachusetts. The name the latter is glorified the world over; ıtil this memorial work was begun that the former was hardly known to the ıchers of this generation in his native ate."

Says *The Intelligencer:* "The Memorial ɔmmittee appointed at the last meeting the Pennsylvania State Teachers' As-ciation has been busily at work. They ıve, with few exceptions, reached all ıe teachers in the State outside of Phila-ɜlphia, as well as the Normal Schools. It has been a campaign of education, and Pennsylvania knows more of Dr. Burrowes and his invaluable work than it ever did before. The different features of the memorial have also been looked after and pressed on towards completion as if there were no money to be collected. The memorial portrait has but lately been finished. More than ten thousand copies have been printed within the past few days, and the Committee expect to print another large edition before their work is done. They have just placed on exhibition a number of India proofs, handsomely framed, for the inspection of the public. There is but one opinion of the picture expressed by those who knew Dr. Burrowes—that it is most life-like. As a work of art, Lancaster has not seen anything to match it since Sartain's steel engraving of Thaddeus Stevens some thirty years ago."

Says *The Examiner:* "The Dr. Burrowes Memorial Committee has just placed on exhibition some India proofs of a life-size and life-like portrait of Dr. Thomas H. Burrowes, which attracts much attention. They are well worth seeing. The engraver was Mr. Rea, of Philadelphia, and the result of his work is simply admirable. We do not think that Lancaster has ever seen anything better in this line of work. Dr. Burrowes is one of the great men of whom, as a city, we have reason to be proud. He belongs much more to the State; and is the only man in the history of our city in whose honor the State at large would unite in such a fitting memorial as is now proposed, of which this admirable portrait forms a part. We congratulate the Committee upon their success in pushing forward this noble work."

Prof. W. W. Davis, writing in the Sterling (Ill.) *Standard* of the Dr. Burrowes' portrait recently received, says: "It is a striking picture of this generous educational benefactor, and should hang on the walls of every household in Pennsylvania. Dr. Burrowes gave his life to the cause, and his fame will brighten as the years roll on. His body rests in the old graveyard of St. James' Episcopal Church, Lancaster, and a memorial tablet in the sacred edifice bears fitting testimony to his noble character. Men of sensational reputation vanish from the earth, but names like those of Horace Mann and Thomas H. Burrowes will live forever in gracious and hallowed achievement."

STORY WITH A MORAL.

WE transfer to our columns from the *Canadian Educational Journal*, a story that may be read with profit by many a teacher and pupil. In calling attention to it the editor of the Canadian monthly says:

"We have, perhaps, given too large a proportion of our space to the story, but we wished to publish it, and it could not well be divided. Moreover, we are sure that our readers will be interested in it no less for its intrinsic interest than for the practical hints it suggests and the moral it conveys. For our own part, we are obliged to confess our conviction that the practice of cheating in school is much more common than many teachers are willing to believe. This cheating takes on various forms besides the very common one represented in the story. We have often spoken of the opportunities afforded by the self-reporting system in its various uses. We believe thoroughly in trusting children when and in so far as it can be safely and wisely done. But the ability to stand such a test is very largely a matter of home and school training. In the absence of careful moral training, it must be obvious to every thoughtful person that, in ordinary cases, a large percentage of children will fail in the presence of a temptation against which their untrained consciences have never been fortified. In some schools—in many, we believe—the children are required to report at certain intervals whether, and how often, they have broken rules, how many marks they have received for lessons, misdemeanor, failures in class, tardiness, etc. Now, when the pupil knows that his or her standing will be affected by the answer, is not the temptation to give an untruthful or misleading answer a pretty strong one for a child whose moral nature has never been developed by a course of judicious and persistent training? Unquestionably it is. There are not a few schools in which many pupils systematically give untruthful answers to such questions.

"As a matter of fact the unsuspecting master in the story is by no means an unusual character. Most of our readers can find one or more similar characters in their own school-day experiences. We shall be very glad, and shall flatter ourselves that we have been of service, if the reading of the story shall lead some teachers who may, perhaps, have been hitherto a little too unsuspicious or lax in this regard to make a special study of the question of the habits the children are forming in respect to truthfulness and honesty in their own schools, and govern themselves according to the conclusions to which careful observation and investigations may lead them. May we suggest that the teachers sometimes read such stories as these to their classes on Friday afternoons, or other suitable occasions?"

FUNDS FOR PUBLIC SCHOOLS.

THE *Forum* has done the cause of popular education a new service, by calling attention (in the May number of 1895 and the January issue for 1896) to the criminal crowding of the Public Schools in our large cities and to the diseases which are promoted thereby. The information was obtained, not by sending an expert to visit the schools, but by culling the facts from the Reports of Superintendents and Boards of Education.

In Brooklyn there were not less than 447 schools with an enrollment of from 60 to 150. By actual count 14,000 children were "either improperly provided with school accommodations or seeking admission in vain." When the schools of New York began, in September 1895, the *Herald* announced that there were 50,000 children who could not gain admission. In Jersey City there were (in September, 1894) 1836 children attending half-day sessions, 1606 more pupils than seats, and 775 had been refused admission. In Washington all the white schools of the first and second grades, and 2,000 pupils of the third and fourth grades, were limited to half-day sessions, while two-fifths of the entire number of colored schools were in similar straits. Supt. Powell calls the half-day system for schools above the second grade "a farce," and adds: "To give a lad twelve years of age opportunity to attend school but three and a half hours a day, knowing well that he will spend the rest of the time upon the street, is robbery of the boy's time and a danger to society."

"The children of the poorer classes," continues the *Forum*, "lose by this system one-half their schooling, because they must begin to earn a living before the time comes when they can enjoy the privilege of an entire day at school.

here is one square mile in Washington, ell populated by colored citizens, in nich there is no school at all, and several her sections are little better off! We ad of floors worn to the thinness of neer, of window sashes loose and so dly decayed that they will not retain e glass during a moderate wind-storm, us rendering it almost impossible to at the rooms. Doors are without proper stenings, and thousands of dollars' orth of property left without protec-n."

It is needless to quote further the alarm-g facts which the *Forum* has spread fore its many readers. The Commis-ner of Education in his Report for 91-2, which is now before us, although veral years late in its appearance for culation, makes this startling generali-tion: "In all the great cities of the untry the schools are losing ground."

this connection we call special atten-n to a recent editorial from the Phila-lphia *Ledger*, printed elsewhere in this ue of *The Journal*.

The question arises, How is this deca-nce in city schools to be explained? It evidently due to a lack of funds for ilding school-houses and providing ating rapidly enough to keep pace with e growth of population. In Washing-n the schools are dependent upon con-essional appropriations, and since the embers of the House and Senate are cupied with the affairs of the whole ation, they have very little time to stow upon educational questions, and nce possess very little knowledge of e schools in the District of Columbia. he same trouble recurs in cities whose oards of Education must secure from ouncils the money with which to build hool-houses and to run the schools. he estimate which the school authorities ake of the amount required for school urposes, is generally cut down unless e law requires the Councils to levy the x for school purposes up to the full nount of the estimate. The members Council are not interested primarily in lucational questions. There are so any axes to grind that the schools come for only secondary consideration. uncilmen as a rule are politicians, and e keeping down of the tax-rate to make good showing, appeals to them more ongly than the needs of the children ing in wards where it is not necessary them to solicit votes.

The city which is building school houses and providing school accommodations most rapidly is Chicago. Her Board of Education is not dependent on councils for the funds, but is vested with power to make a five per cent. levy on the real estate of the city, two-fifths of which may be used for salaries and three-fifths for building purposes—"a sum amply sufficient to provide wholesome and comfortable accommodation for every child of school age in the city."

We can not help admiring the wisdom of those who framed the school laws of Pennsylvania, in vesting local Boards with the power of levying the taxes for school purposes, and then hold-them directly responsible to the citizens whose children are to be educated. The School Directors of each district are authorized during the month of June to determine the amount of school tax to be levied for the ensuing year. Said amount can not be greater in any district (except by special legislation) than the amount of State and County tax authorized by law to be assessed. At the time of the passage of the law the maximum was thirteen mills on the dollar, ten mills for county and three for State purposes. The State tax has since been taken off real estate, but this does not affect the amount of school tax that can be levied, for the reason that it was the obvious intention of the law to fix the maximum at thirteen mills on the dollar, and thus avoid the perplexing changes that would otherwise cripple the financial management of school affairs by the district. This decision has been sustained by the Supreme Court.

In a few districts where the valuation is low, there is perplexity in raising sufficient funds. In all instances the final appeal is to public opinion and to the votes of the citizens. In the creation of public sentiment in favor of better school houses and longer terms use must be made of the press, of the local and the county institute, of educational rallies and revivals, and of appeals to the parents' love for the child. In cities which do not vest the power of taxation directly in the Board of Control, appeals to public opinion will ultimately reach the members of Council, and force them to increase the appropriations for school purposes. It is impossible to frame any system of civil government and to set it in motion as if it were a piece of ma-

chinery that would run itself without further attention. Every system of government which vests power ultimately in the people will require perpetual vigilance on the part of those who vote, and to this the machinery of a school system is no exception. Give a School Board the power necessary to raise sufficient funds for school purposes; make them directly responsible to the people for extravagance and all waste of money; and whilst the taxpayers may occasionally suffer, the innocent children are not apt to be deprived of their right to an education, whilst at the same time most of the evils due to the criminal crowding of the public schools will, by these means, be greatly mitigated if not entirely prevented.

OFFICIAL DEPARTMENT.

DEPARTMENT PUBLIC INSTRUCTION,)
HARRISBURG, MARCH, 1896.)

THE ex-officio members of the College and University Council are: Governor Daniel H. Hastings, Attorney-General C. McCormick, and Superintendent of Public Instruction Nathan C. Shaeffer.

Those members who have been appointed by the Governor are as follows: Provost C. C. Harrison, University of Pennsylvania, Philadelphia; George W. Atherton, President State College, State College P. O.; W. J. Holland, Chancellor Western University, Allegheny City; T. L. Seip, President Muhlenberg College, Allentown; J. D. Moffat, President Washington and Jefferson College, Washington; George E. Reed, President Dickinson College, Carlisle; G. M. Philips, Principal State Normal School, West Chester; Edward Brooks, City Superintendent, Philadelphia, and James M. Coughlin, Superintendent, Wilkes-Barre, Pa.

THE NORMAL SCHOOLS.

The annual examinations at the State Normal Schools will be held as follows:

West Chester, Monday, June 8th, 2 p. m.
Mansfield, Tuesday, June 9th, 9 a. m.
Edinboro, Monday, June 15th, 9 a. m.
Slippery Rock, Monday, June 15th, 9 a. m.
East Stroudsburg, Monday, June 15, 9 a.m.
California, Wednesday, June 17th, 9 a. m.
Kutztown, Wednesday, June 17th, 9 a. m.
Shippensburg, Monday, June 22nd, 9 a. m.
Indiana, Monday, June 22nd, 9 a. m.
Clarion, Monday, June 22nd, 9 a. m.
Lock Haven, Wednesday, June 24th, 9 a. m.
Bloomsburg, Wednesday, June 24, 9 a. m.
Millersville, Wednesday, June 24th, 9 a. m.

PERMANENT CERTIFICATES.

THE following are added to the list of committees on Permanent Certificates:

McKeesport—W. H. McMullen, Miss Ida McCaughan, and Miss Blanche Muse.

New Castle—George C. Thompson, Miss Mary Aikens, and Martin Gantz.

Reading—Charles E. Foos, Miss C. A. Hobson, and A. J. Wobensmith.

ITEMS FROM REPORTS.

ARMSTRONG—Supt. Jackson: At the Local Institute held at Putneyville, important topics were discussed, and the teachers and citizens all took an earnest part. Our County Institute during the week of December 23-27 was one of the best and most practical ever held in the county. Nearly every teacher was present, and many of the directors. The instructors were Hon. N. C. Schaeffer, Drs. Arnold Tompkins, John Perrin, W. S. McCreight, Supt. Jos. S. Walton, Profs. Geo. S. Little and E. W. Hall. The lecturers were Dr. Tompkins, John R. Clarke and Bishop Vincent, and there was an entertainment by the Washington and Jefferson College Glee Club. The Armstrong County School Directors' Association met on Thursday, and held two sessions. There were about sixty members present. The following officers were re-elected for the ensuing year: J. H. McCain, President; Dr. J. A. Armstrong, Vice President; C. S. Bovard, Secretary, and Wm. F. Brodhead, Treasurer. This Association was organized by Supt. Jackson at the Institute of 1894, and, although only one year old, has been stirring up the Directors throughout the county. The Association sent two delegates, J. H. McCain, esq., and Rev. R. A. Jamison, to the meeting of School Directors of the State held at Harrisburg in January. The teachers and citizens in the vicinity of Goheenville held a very creditable local Institute on January 24 and 25. Prof. Hepler, of the New Bethlehem schools, gave his lecture, "Walks and Talks in the South," on the evening of the first day.

BEAVER.—Supt. Hillman: The attendance at the County Institute was very large, and the proceedings unusually interesting and instructive. State Supt. Schaeffer added much to the interest of Directors' Day by meeting with the directors in separate session during the forenoon, and taking part in their discussions. In the afternoon, Dr. Schaeffer also addressed the Institute on the subject of "Township High Schools." A County Directors' Association will result from this "Directors' Day." Two local institutes and a meeting of the County Teachers' Association were held during the month.

BEDFORD—Supt. Potts: The annual institute was one of the largest ever held in this county. The work done was of a very high order; 300 teachers were present. The schools, so far as visited, are in the main doing excellent work. School-houses are clean; more pictures on the walls, and what is more the pictures are of a better class than formerly. New Paris put an organ into their house. Robinsonville raised a flag. Providence West supplied new furniture to several of their houses. Colerain papered or whitewashed their houses. This is true of several other districts. The twelve educational meetings were well attended. Great interest is manifested at these meetings, and the demand for them is greater than can be supplied. The amount raised for the Burrowes Memorial is $39.05.

BLAIR—Supt. Wertz: The School Boards of Bellwood and Juniata deserve commendation for improvements made to the school property in their respective boroughs. The Bellwood house has been supplied with folding window blinds, making the school-rooms much more attractive and comfortable. At Juniata the school-rooms were renovated and beautified by artistic calcimining.

BRADFORD—Supt. Ryan: The county institute was a meeting of great value. Over three hundred teachers were registered and many pupils were in attendance during the whole week. Drs. E. E. White and C. M. Thomas, Supt. W. L. McGowan, and Prof. E. J. Robertson, were the principal instructors. Dr. White, Col. Bain, Robert Nourse and Jno. R. Clark delivered lectures. Each session was full of interest, and the court house was crowded with an attentive audience. The directors of the county organized a Directors' Association on Wednesday afternoon. S. P. Sherman, of Corydon, was elected president, and Lucia C. Richards, of Warren, secretary. Much interest in the association was manifested, and great benefit will undoubtedly result from it.

CHESTER.—Supt. Walton: The last few years have witnessed a remarkable increase of instruction in vocal music throughout the county. Although a large number of teachers give instruction incidentally, the introduction of specialists, who go from school to school, is growing in favor. In Easttown township we have Prof. Jerry March, of Norristown; at Atglen, Prof. Wm. B. Hall, of Lancaster; at Spring City, Milton Warner; at Malvern, Prof. Ester; at Oxford, Prof. Wm. P. Snyder; at Coatesville, Miss H. M. Smedley. This brings forty-nine schools under this kind of instruction. A marked improvement is noticeable in reading, articulation, spelling, and general behavior.

CLARION.—Supt. Beer: Local Institutes were held during January at Edenburg, East Brady, Fairmount, Fisher in Millcreek township and at Sligo. Prof. J. M. Thompson lectured at the Friday evening sessions at East Brady and Fairmount city, while the County Superintendent filled the dates at Sligo and Fisher. There is a marked improvement noticeable in the character of the work done at these meetings. Discussions in pedagogy occupied most of the time. The ministers have taken hold of the work. Rev. Humbert spoke at Fisher; Rev. Askey and Rev. McCurdy at Sligo, and at Edenburg Rev. Earseman took part in the discussions. The evening meetings were well attended, and the largest churches did not afford sufficient seating capacity. The interest is remarkable, and the people are holding up the hands of the Superintendent in his contest for better character and qualifications in all of the teachers. The work is moving forward despite certain influences exerted in the wrong direction.

CLEARFIELD—Supt. Youngman: A successful local institute was held at Karthaus, January 24-25. T. H. Murray, Esq., of Clearfield, gave an evening lecture on "Right Education." It was a fine effort, alike interesting and instructive. Ramey will open its new building soon. It is a good building and indicates an improved educational sentiment in that community.

COLUMBIA—Supt. Johnston: During the month of January successful local institutes were held at Numidia, Orangeville and Benton. These meetings are well attended; sometimes the building, usually a church, is not large enough to accommodate all the people. Helpful instrection was given by Profs. Noetling, Cope, Detwiler and Sutliff, of the Normal School, Prof. Trescott, of Millville; and at each meeting the teachers themselves have been doing very creditable work. At Numidia we were also assisted by Rev. Mr. Weitzel; at Orangeville by Rev. Mr. Martin; and at Benton by Rev. Mr. Owen, and Messrs. John K. Miller and John C. Werner. These meetings have been growing more interesting each year and much good seems to be accomplished by them.

FULTON.—Supt. Chestnut: I visited twenty-nine schools in January; in nineteen I was accompanied by fourteen different directors. Teachers as a class are alive and at work. There are still a few "dead but not yet buried." The local Institutes have been doing a good work in many districts. Licking Creek seems to be ahead in the number and value of them. Some few make mistakes in the arrangement of work. As this is the second term since we have had a "course of study," we shall place a term report blank in the hands of each teacher, and require each to report. The completeness of this report will be a test of the fidelity of each teacher to the "Course of Study. Belfast, nine schools, has an aggregate of seventeen visits by directors; Bethel, seven schools, nineteen visits; Thompson, seven schools, sixteen. These are the highest.

INDIANA—Supt. Hammers: More township and joint institutes are being held this

year than ever before. During January I attended four such meetings, at Smicksburg, Marchand, Clarksburg and Canoe township. The attendance in every instance was remarkable. The exercises and discussions were of a very helpful nature. A healthy interest in educational affairs seems to pervade all sections of the county.

JUNIATA—Supt. Marshall: During January I visited 109 schools. I was accompanied by twenty-nine directors, and had the pleasure of meeting thirty citizens in the schools. Of the schools visited the second time, all except two are doing good work, while favorable reports reach us from all sections. The course of study adopted at our institute for the district and village schools is meeting with the approval of our thoughtful and progressive teachers, and of the friends of public education. Five local institutes were held during the month. These meetings compare favorably with the county institute of years ago in respect to attendance and interest. The teachers come prepared and willing to take part in the discussions. It is evident that local institutes are rapidly moving upwards, showing that our teachers are interested in their work, and exemplifying it in their educational meetings.

LACKAWANNA—Supt. Taylor: On January 14 I attended at La Plume a Pestalozzi exercise, the first of the kind, I believe, in this county. Several of the older pupils prepared papers on the life and work of Pestalozzi, which with music and recitations formed the programme. A local institute was held at Mayfield. There has been less sickness, and our attendance has been better than for several years. In Blakely and Lackawanna districts a set of Johnson's Encyclopedia has been placed in each building, and many of our schools in these and other districts are now supplied with Rand and McNally's wall maps, and Swigret's Lunar Tellurian. Nearly all our schools are furnished with Yaggy's Geographical and Physiological charts, the Language Charts of the American Book Company, and Primary Reading Charts.

LEBANON—Supt. Snoke: During this month the schools of Londonderry, East Hanover, North and South Lebanon, North Annville and Bethel districts were inspected. I met all the directors except four in these districts. The schools in general were found in an excellent condition.

LUZERNE—Supt. Harrison: I have held seven very successful Local Institutes. Nearly every teacher of the county was present at one or more of these meetings. The papers presented were evidently prepared with much care. The evening lectures were delivered by Dr. S. A. Baer, of Reading; Prof. J. Max Hark, of Bethlehem; Profs. W. W. Deatrick and A. C. Rothermel; Dr. G. B. Hancher, of Kutztown, and Prof. E. L. Kemp, of Stroudsburg. In many of our districts the teachers held weekly meetings for the purpose of studying White's School Management. I have visited about one-half of our schools and am very much pleased with the work of most of our teachers. The attendance so far has been more regular than in previous years. During January I visited schools in Exeter, Franklin, Dallas, Dallasboro, Lehman, Lake, Hemlock, Ross and Union. I believe that, taking all things into consideration, the schools throughout this region are better than I have ever found them before. One of the great drawbacks is the irregular attendance of pupils. Until our people come to realize that the best results cannot be reached with poor attendance, we shall not be able to accomplish what we might for our boys and girls. A local Institute was held at Loyalville, and although the weather was unfavorable, we had an interesting meeting.

MIFFLIN—Supt. Cooper: I am endeavoring to visit all of our schools twice during the term. New out-houses have been built on a number of the school grounds. Many of our teachers and pupils manifest a proper interest in their school surroundings, as is evidenced by papered walls and appropriate pictures. Our teachers have raised $14.25 for the Burrowes Memorial Fund. Decatur township directors have supplied their schools with suitable book-cases. It is with deep sorrow that we chronicle the death of Prof. W. C. McClenahen, which occurred at his home in Milroy, January 22. His death was the result of a complication of diseases of several years' standing. At our last institute he remarked to the writer, "This is my last institute." Prof. McClenahen was 62 years old, and had spent 40 years in teaching or otherwise connected with the public schools. He taught some ten years in the West, and the rest of his work was done in Mifflin county. For a time previous to 1878, he taught in the Kishacoquillas Seminary under Prof. John M. Bell. In 1878 he was elected to the office of County Superintendent of Mifflin county and re-elected in 1881. In the office of Superintendent, as well as in all his labors as teacher, he did excellent work, and was a complete master of the duties and responsibilities allotted to him. As might be expected in the case of a man of his worth there is a host of teachers, educators and friends throughout the county, who will always honor and respect the name and memory of our esteemed friend and co-worker. A widow and five children survive to mourn their loss, and these have the kindliest sympathies of all their neighbors, friends and acquaintances. The Professor was a man who always seemed interested in the prosperity of others; personally he was modest, kind and affectionate, but firm and decided in his convictions. He was a member of what is known as the Milroy Free Church. In keeping with the high esteem in which our deceased friend was held, a committee was appointed by the Milroy

ocal institute to draw up suitable resolu-ions of respect, and the same will doubtless e done at similar teachers' meetings hroughout the county. "Well done, good nd faithful servant."

MONROE — Supt. Serfass: During the ionth I noted improvements in the mat-er of out-buildings in the following dis-icts: Price, Barrett and Hamilton. At anadensis, in Barrett, I found a new sub-tantial school-house; in Paradise, one of ie school buildings has been made very at-active with a coating of paint inside; in troud, the old style home-made desks have sappeared, giving place to the new and iproved style of the present day. Local istitutes were held in Chestnut Hill, Ham-on and Ross. The first of the series of strict Institutes was held at Brodheads-lle. Prof. Bible, of the East Stroudsburg ormal; Prof. E. T. Kunkle, of Fairview cademy, and Rev. Prof. Laury, of the same stitution, took an active part in the work. have also conducted local institutes as fol-ws: At Stroudsburg, Tannersville, Sciota, d Tobyhanna Mills. The work of these stitutes was assigned to the teachers of r public schools. The subjects were ostly of a practical character, and the achers appointed to open the discussions sponded with credit to themselves and tisfaction to all in attendance. In the neral discussions many of the teachers rticipated, and the work as a whole oved highly interesting, and no doubt ll have a wholesome effect upon the hools. School directors not only met th us, but at several meetings took an tive part in the discussions. Patrons too couraged us by their presence. I notice ith pleasure the very substantial and mfortable new school-house in Middle nithfield district. It is of stone and lined roughout with wainscoting. Smithfield strict also added one new building, which, ce the one already noted, is the most ac-ptable building in the district. It is a anding compliment to Mr. Randall Bis-ng, president of the Board, who designed . Polk district had the misfortune of hav-g one of its school-houses destroyed by re about a month ago. Measures were at ice taken for the erection of a new house, id by the second week in February it will e ready for occupation.

MONTGOMERY—Supt. Hoffecker: Four ocal institutes were held during the month, ach lasting two days. The attendance of eachers, directors and people was very arge, especially on Saturday. At some of ie meetings many persons were unable to ain entrance to the hall. The class drills vere excellent, and the discussions lively nd enthusiastic. The lectures and instruc-ion given by Profs. F. H. Green, E. L. Kemp, O. S. Kreibel, L. R. Harley, Drs. A. R. Horne and H. T. Spangler, Col. J. A. M. Passmore and J. S. Wagner, Esq., were timely and profitable. Teachers have greatly improved in ability to discuss the various subjects presented. Popular sentiment is undoubtedly drifting towards the determination to have good schools, and a willingness to pay the cost of maintaining them.

MONTOUR—Supt. Steinbach: The County Institute was well attended. Mr. Jacob Rudy, director in Mahoning, now 73 years old, attended nearly every session. Many of the Directors from all parts of the county were also present a part of the time. New reading charts have been purchased in Mahoning for all the schools. Miss Maggie C. Madden, of Danville, prepared and read an exellent paper before the County Institute—subject: "Three Living Portraits."

NORTHAMPTON—Supt. Hoch: Well attended and successful local institutes were held at Bath, Portland and Siegfried's. During January the schools of Washington, Mt. Bethel, Williams and Bethlehem townships were visited. Washington has furnished each room with outline maps, and Williams with the county map and arithmetical blocks.

NORTHUMBERLAND—Supt. Shipman: My visits during January were chiefly confined to the schools in the Mahanoy districts. In nearly every school-house some improvement or important change has been made, either in the line of apparatus or general appearance of rooms; these changes are especially noticeable in Jordan township. Two local institutes were held—one at Hickory Corners, the other at Montandon; both were well attended by the public, but not so well by teachers. For the first time we sent out uniform review questions to all the teachers, based upon the first four months' work. These questions suggest methods for teachers as well as test the work of the pupils. The establishing of school libraries is receiving considerable attention from some of the teachers. Mr. Tobias Long, a director in Lower Mahanoy district, has a plan for ventilation for one-story school-houses that is well worthy of consideration by school boards about to build new houses or repair old ones. His address is Malta, Pa. The new two-story brick building at Brady, in Coal township, is completed, and will soon be occupied.

PERRY—Supt. Arnold: The new school building at Marysville was formally dedicated December 7th with appropriate exercises. The occasion was one of general joy and mutual congratulation. An elaborate programme of exercises was successfully rendered. In the afternoon the teachers, directors and pupils, headed by the Marysville Band, marched to the new building in a body. Director E. B. Leiby was master of ceremonies, and addresses were made by ex-Supt. D. S. Boyer, of Snyder county; R. B. Gibson, Esq., and the County Superintendent. In the evening the meeting was held in the Reformed Church, when addresses were made by Principal John S. Campbell, Prof. W. S. Snyder, F. A. Fry, esq., Mr. G.

H. Rumbaugh, and Rev. Mr. Pyles. The building, a brick structure, containing two rooms, is an ornament to the town and a credit to the people of Marysville, who have always enjoyed educational facilities second to none in the county. It is finished inside in hard wood, the rooms are spacious and supplied with the best of modern furniture. Successful local Institutes were held during the month at Ickesburg, Blain and Landisburg, Liverpool, Millerstown, Duncannon and Newport. These meetings grow in interest and in popular favor, and, we believe, result in much good. All our teachers, with very few exceptions, are doing good work, and the attendance of pupils has never been better.

TIOGA—Supt. Raesly: During the month local institutes were held at Millerstown, Blossburg, Liberty, and Mainsburg.

VENANGO.—Supt. Bigler: Our local Institutes are very interesting. There were four held this month: at Richland, Utica, Cooperstown and Salem. Rockland township has established eleven school libraries this year, ranging in value from $20 to $35 each. Cranberry township recently completed a two-room school-house with modern improvements, as follows: Heating and ventilating, closets in basement, wash-room, with a supply of fresh spring water, natural slate blackboards, single desks and cloak rooms. The entire cost of the house was less than $2500. The new order of things does great credit to the School Board and the district.

WARREN—Supt. Putnam: Local institutes were held at Landor, Chandler's Valley and Corydon. Each was well attended by teachers, pupils and patrons. By means of these meetings it is hoped to stimulate an interest in the schools in each district. Direct results can be seen in each instance.

WAYNE.—Supt. Kennedy: Damascus, Lebanon and Manchester each have a new school-house. Of the forty-eight schools visited this month, I have found nearly all doing excellent work. Many districts have a monthly local institute. I have delivered four evening lectures to large audiences this month. A number of schools are temporarily closed on account of sickness among the pupils.

BRADDOCK.—Supt. Keefer: We had a very interesting Institute on the evening of February 11th in Carnegie Auditorium. Addresses were made by Dept. Supt. Houck and Dr. D. J. Waller, Jr. A number of teachers from the surrounding districts were present. The audience numbered fully one thousand. The patrons were much pleased with the addresses. The exercises were interspersed with music by the schools.

BRISTOL—Supt. Booz: During the month an additional school for third year pupils was opened in the new building on Wood street, making the entire number eighteen.

CHESTER—Supt. Foster: The Board has placed stenography in the r grammar school, the same to and after a rigid examination raphy, penmanship and book-k Superintendent has had a cla teachers since October, learning

DANVILLE—Supt. Houser: is being done in the majority than last year at this time. more diligent in their habits of teachers generally are manife educational interest heretofor Acting according to the spirit they have voted a fund at the teachers' meeting for the openi gogical Library. The fund i monthly payments from each t

HAZLETON—Supt. Harman: series of University Extansior now in successful operation. course was English literatur Lawton; the second, United St by Prof. Elson; and the pres Shakespeare, by Dr. Robinson. ings are held in the High Scho are well attended. It is prol spring course will follow. We e icate the new school building F

HAZLE TWP. (Luzerne Co.)— hall: The educational spirit is our midst. Many of our te commendable zeal in support educational or literary work. them have been attending the l in the city of Hazleton this the auspices of the Universit Society; and the Hazleton Lite recently organized, which bids instrumentality for much go origin to the teachers of Haz It is needless to say that all th connection with the practical local institute must have an in on the teacher who takes an inte

MEADVILLE.—Supt. Hotchki R. Coder, for many years a m Board of Controllers of this cit ruary 5th. In his death this sustained a great loss. Unlik Capt. Coder seemed entirely the appeals of wealth, positio influence. The two questions t concerning any proposed actio "Is it right?" second, "Is Scholarly instinct, liberal trai good judgment, combined wi honesty, made him a most us both of the School Board and of Trustees of Allegheny Colle

MILTON—Supt. Beardsley: School course has been enriche dition of botany and geology been made optional during t years of the course. A new si ing is now an assured fact. calls for its completion by Aug

MT. CARMEL—Supt. Dean: are again crowded and we nee sixteen-room building to keep

fast growing town. At present the schools as a whole are in a prosperous condition. The night schools are doing fine work, and yet are but partially satisfactory, as they are only for boys.

NEW CASTLE—Supt. Kane: At the January meeting the Board granted authority to the Superintendent to purchase readers and histories supplementary to those now in use. In accordance herewith, books have been placed in the hands of pupils from the second grade upward, with a view to teaching a love of country. The simple story of the lives of George Washington, Benjamin Franklin, William Penn, Abraham Lincoln and other noted Americans, is read with eager delight by the pupils. The children are not permitted to have the books excepting during the recitation period. The excellent work of our annual Institute is shown in the renewed zeal with which the teachers are working. All the teachers are doing professional and literary reading of a good quality.

OIL CITY—Supt. Babcock: At the beginning of the month our new four-room building was occupied. This is a substantial brick structure, and is equipped with the Smead system of heating and ventilating.

SHENANDOAH—Supt. Whitaker: On Tuesday evening, February 4, we had an entertainment in the Academy by Dr. Byron W. King, under the auspices of our corps of teachers. The Doctor delighted the large and appreciative audience for over two hours by his remarkable powers of expression and delineation. It was a rare treat for our people, and an instructive exhibition of the finest elocution, which served as an excellent example for the many pupils of our schools who were in attendance. We realized about $100, which we will use to give such assistance to poor children as will enable them to attend school. We find that, even with free schools and free books, there are still some children who are out of school on account of poverty. Our success in this first undertaking has been so encouraging, and our people have so heartily and so generously aided us, that we will no doubt make a permanent fund and thus be enabled to do much good where such assistance is needed.

SOUTH BETHLEHEM—Supt. Wilt: On the 17th of January, the Board of Directors held a special meeting to take action on a petition signed by the parents of some twenty children asking the Board to open an evening school for such pupils of school age as may be compelled to work in day time. The Board appointed a teacher and ordered a school to be opened on Monday evening, January 20th. The attendance of applicants for admission on the first evening was so large that one teacher could not begin work, and it was found necessary to increase the teaching force. At a special meeting held January 24th, eight teachers were appointed, and two schools opened in the Packer building, three in Excelsior building, and three in Central building. They are now well started with an actual attendance of over three hundred pupils. The branches taught are those designated by law. It is a pleasure to notice how eager these young people are to take advantage of the opportunity to acquire a knowledge of practical language, both oral and written, and of practical arithemetic. It is also pleasant to know that these evening schools meet with but little objection on the part of the tax-payers.

STEELTON—Supt. McGinnes: Dr. J. T. Rothrock, Forestry Commissioner of the State, delivered his excellent lecture on "Beautiful Pennsylvania" in our borough on the evening of January 27th. The teachers and a number of our directors and patrons took advantage of the opportunity to hear him. The important subject that he so ably presented will doubtless receive more thoughtful attention hereafter in this locality than it has ever received in the past. The annual local Institute of the district including Swatara township, Hummelstown and Steelton, was held in our borough January 31st and February 1st. A feature of the Institute was the preparation by all who took part in the deliberations.

SUNBURY.—Supt. Oberdorf: Several of our teachers have organized a Shakespeare Club, and meet once a week to read and discuss the work outlined, one of the number being selected to preside and assign lines of work for the coming meeting. Quite a number of our teachers are applicants for professional certificates, and are now preparing themselves for the May examinations. There will also be a number of applicants for permanent certificates. We are glad to report good discipline, good teaching, and marked progress in all departments. Our percentage of attendance was reduced last month by sickness.

TYRONE—Supt. Kauffman: The Directors are purchasing outline maps and thoroughly equipping the schools of the borough as rapidly as possible. I believe we have made decided improvements in our teaching of English. In our primary, secondary and intermediate grades we are also accomplishing more in the field of numbers than heretofore. We are endeavoring by teachers' meetings, conferences, etc., to raise our standard of scholarship and professional training. There are of course the usual incidents of discouragement, but we mean to persevere until a fair measure of success is reached.

WILLIAMSPORT—Supt. Transeau: The lecture of Dr. Rothrock, entitled "Beautiful Pennsylvania," was delivered in the Court House, January 24, under the auspices of the Lycoming Teachers' Exchange. It happened to be a stormy night, but yet the room was well filled. It is a fine lecture, and I hope that he may be able to induce our people to clothe our naked and barren hills with forests, as they were clothed sixty or eighty years ago.

THE skill of the painter and sculptor, which comes in aid of the memory and imagination, is, in its highest degree, one of the rarest, as it is one of the most exquisite, accomplishments within our attainment. In its perfection it is as seldom witnessed as in speech or music. The plastic hand must be moved by the same ethereal instinct as the eloquent lips or the recording pen. The number of those who can discern the finished statue in the heart of the shapeless block, and bid it start into artistic life—who are endowed with the exquisite gift of mouldin the rigid bronze or the lifeless marble into gracefu majestic, and expressive forms—is not greater tha the number of those who are able with equal majest grace and expressiveness to make the spiritual e sence, the finest shades of thought and feeling, se sible to the mind through the eye and the ear in th mysterious embodiment of the written and the spoke word. If Athens in her palmiest days had but on Pericles, she had also but one Phidias.—*Everet*

OVER THERE.

D. W. C. HUNTINGTON.
T. C. O'KANE, by per.

1. Oh, think of a home o - ver there, By the side of the riv - er of light, Where the saints all im-mor - tal and fair, Are robed in their gar - ments of white.
2. Oh, think of the friends o - ver there, Who be - fore us the jour - ney have trod, Of the songs that they breathe on the air, In their home in the pal - ace of God.
3. I'll soon be at home o - ver there, For the end of my jour - ney I see; Ma - ny dear to my heart o - ver there, Are watch - ing and wait - ing for me.

o - ver there,

Chorus.

O - ver there, o - ver there, o - ver there, o - ver there, Oh, think of a home o - ver there, o - ver there; O - ver there, o - ver there, o - ver, there, o - ver there, Oh, think of a home o - ver there.

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CITY, BOROUGH, AND TOWNSHIP SUPERINTENDENTS.

PROCEEDINGS OF ALTOONA MEETING.

THE City, Borough and Township Superintendents met pursuant to call on Thursday, March 5th, at 10 a. m., in the assembly room of the High School building at Altoona. There was a fair attendance at the opening session, which began with Scripture reading (Proverbs viii.), and prayer, by Rev. H. H. Stiles, of the Second Presbyterian church.

The President, Supt. E. Mackey, of Butler, called the Convention to order, and read letters from the Vice President, Secretary and Treasurer excusing their absence.

Mr. J. D. Pyott, of *The School Journal*, was appointed Secretary *pro tem.*

The first address of welcome was by President J. I. Kleffman, of the Altoona School Board, who, on behalf of the school authorities, extended a warm welcome to the Superintendents. He was glad to be able to offer a more suitable place of meeting than heretofore for such a convention; for he believed that they would agree that this building and this assembly room were fairly creditable to the city. The school men of Altoona were glad this body had decided to meet here, because they recognized the high position occupied by these leaders in the educational movement. We, too, are interested in education, from the primary to the high school grade, and expect to learn from you many things that will benefit us and the children in our schools. Our twelve school buildings are all open to you, to visit, examine and criticise; and we will try to profit by your criticism. We have, also, on the first floor of this building a training school, which we would have you view "with a critic's eye," and *not* "pass our imperfections by." We want to advance and improve. The office of the Superintendent is yours—take what you want, and make yourselves at home. We propose so to show our appreciation of your presence that you will want to come here again two years hence, and every second year, between legislative sessions. The land is yours—occupy.

Mr. B. M. Bunker, of the School Board, said the President had stopped short of what the people feel; he would add, If you don't see what you want, have our Superintendent get it for you, and we will foot the bill. We have not met you with brass bands and a procession, but every right-thinking man and woman, as well as the directors and teachers, knows that you represent an interest far above the political, and a work second only to the spreading of the gospel of Jesus Christ. We welcome you to a city not yet 50 years old, with more than 40,000 people, and at the heart of the greatest railroad system of the world. He was glad to see the State Superintendent here; he would no doubt ride his hobby of township high schools, and so he ought,

and every man here ought to help him. We who are getting something of the higher education in the towns, should help to extend its benefits everywhere in the country districts; for the boys who have grown into men who moulded the history of the nation and of the world have come up from the country. We want manual training in our schools, especially in such communities as our own—we are working people, mechanics, many of our children must leave school at the grammar grade, and we want training of the hand, from the kindergarten upward, to equip them for their life work. We hope that at the next session of the Legislature you will help us to secure this technical education which touches the practical wants of every-day life, and so confer a lasting benefit upon future generations.

Supt. Henry S. Wertz, of Blair county, was the next speaker. He knew the formal addresses of welcome had been suitably provided for, and had therefore given his attention to a special subject. He then read the following paper, on

THE STANDARD OF TEACHERS' QUALIFICATIONS.

We shall avoid giving our ideal of what the standard of teachers' qualifications should be in the discussion of this question. Our endeavor shall be to confine ourselves to existing circumstances which prohibit us from suggesting radical changes in the standard of qualifications. Superior talent commands liberal compensation, and until teaching offers better compensation, we shall not be able to reach an ideal standard of qualifications. Ordinarily laborers and tradesmen are not unfrequently larger wage-earners than teachers, and until teachers are protected by legislation and organization requiring preparation beyond present requirements, it will continue to be as it has been styled—so far as compensation is concerned—"the sorriest of trades." All well-established professions are guarded against intrusion.

The minister, the lawyer and the physician are required, in addition to literary attainments, to possess knowledge apart from this, specially fitting them for any one of the three callings selected. This preparation requires years of toil, and very often sacrifice sufficient to discourage one not stout-hearted and persevering. How different is the calling of teaching!—a work that is second to no other. "Teaching," says Mr. Fitch, "is the noblest of all professions," and yet for the want of proper organization and compensation our standard of qualifications does not exclude those of ordinary ability from engaging in this responsible work. Martin Luther said: "If I were not a preacher, I would be a teacher; indeed I do not know which is the better. The preacher is an expositor of divine truth; the teacher is a preacher of literary and scientific truth." Payne says: "Both are illuminators and guides. In the hand of each is a torch; each is a standard-bearer; and both are leaders in that grand forward movement we call civilization." Luther on another occasion said: "It is hard to make old dogs obedient, or old scoundrels pious; but young trees are more easily bent and trained." Horace Mann, who preached on educational reform, said: "They (the clergy) are reformers, I admit; but, with reference to anything that grows, one right former is worth a thousand reformers."

The thought in the minds of these men was that the teacher is a former, while the preacher is chiefly a reformer, and it is better to form rightly than to labor at reforming. This being true, the first requirement of a teacher by both moral and civil law is a good moral character. What shall be our standard for moral character? We understand the measure of morality to be chastity, honesty, truthfulness, sobriety, temperance, honor, and a stern purpose to preserve and protect the purity of pupils. Does the moral character of teachers always correspond with this measure of fitness?

The examiner is not infallible, and is sometimes misled by a gilded exterior when he presumes to pass judgment on this qualification. While he is occasionally deceived, we are glad to know that such occurrences are rare. But rarely as teachers of questionable character find admission into our schools, they have a blighting influence on our school system. Those empowered to grant license for teaching can not be over-vigilant in guarding the morals of our schools.

The standard of literary qualification is our second consideration. The law requires teachers to have a fair knowledge of the branches taught. What are we to understand by a fair knowledge of the branches? Shall each examiner place his own construction on this standard of fitness for teaching; or should examiners not rather arrive at a conclusion to adopt a standard of qualification as nearly uniform as circumstances will permit? Our understanding of a fair knowledge is ability on the part of a teacher to teach intelligently any or all of the branches embraced in a certificate, using the adopted book only as a text. The nature of the work submitted as a test of the teacher's ability should be common-sense and practical, leaving no room in the mind of the applicant to suspect that your object is to puzzle or embarrass, but in a measure indicate the character of work to be done in the school room, and at the same time test the applicant's knowledge of im-

portant principles and facts in the various branches. Proof of such knowledge should always be required before certificates are awarded.

The third, and one of the most important qualifications, is skill in imparting instruction and tact in school management. Applicants holding the highest grade of certificates are not always the most successful teachers. But this is no argument against good literary qualifications. The teacher possessing ordinary literary attainments, who meets with success in teaching, would undoubtedly meet with greater success were she better qualified in scholarship. Practice in teaching involves both ability to impart instruction and tact in school management. How shall we judge the latter? Is the teacher the embodiment of order herself, or does she impersonate disorder? Either condition affords an index to what may be expected of her school. Neatness, firmness, kindness, courtesy, promptness, justice, patience, self-control and sympathy combined, form magnetism sufficiently powerful to draw and control the rudest nature, and transform it from rashness to docility. The reverse will be a negative force sufficiently strong to repel the kindest disposition, and change it from love to hatred.

Why is it, if you will allow me to digress here, that we so frequently have cases of truancy and those who abhor the school-room? This is a question I cannot answer. But somewhere and somehow the natures of such children have been outraged, which has caused them to regard all teachers with suspicion, and the school-room as the most uninviting place on earth. Any place outside of the school-room is preferable to such abused natures. The pitiless street, a bleak common, a lonely hill-top, or it may be a den of vice; anywhere but school.

"Oh," some one may say, "the parents of such children are responsible, and not the teacher." I readily admit that often a large share of the blame rests on the parents of such children. But somehow, before these little minds had learned to see any attraction in the school-room, by a cold reception, an unkind glance or word, an unreasonable task or unjust punishment, hatred for the school-room was engendered in the minds of these little unfortunates. Twigs are easily bent and rills easily turned from their course, and in unnoted moments the child's destiny may be changed into the downward course.

True success on the part of the teacher, as well as in all other callings, depends on eternal vigilance. A teacher's skill in teaching is largely judged by the classification of her pupils, the character of the lessons assigned for recitation, the interest taken by pupils in the preparation of lessons, the attention given by them during recitation, the character of school work, whether it is mechanical or a logical development of the mental powers; whether it is superficial or thorough; whether the pupils perform it as a task or find in it the pleasure of unraveling hidden mystery. These are some of the important factors by which a teacher's work is judged, and this information is chiefly obtained by school visitation. The apparently orderly and smoothly-running school is not always fruitful of good results. It is a lamentable fact that there is a greater lack of real ability to teach than of any other requisite of teachers' qualifications. We shall not impose upon your patience by undertaking to say how this essential qualification may be obtained, but will simply suggest that natural ability, cultured by studies bearing on the development of the human intellect, the careful study of child nature, and experience afforded by close observation in the school-room, will reveal to the teacher many important secrets in the art of teaching.

The spirit of the teacher is an important consideration. Has the teacher a lively consciousness of the duties and responsibilities she assumes when she makes teaching her chosen work? or is she apparently indifferent to the great work which confronts her in the selection of this calling? The story of her devotion or indifference is read in the school room, in the homes of the pupils, on the public highway, at school meetings, in the training school, or wherever she is placed in touch with private or public life. Everything about the school-room relates its story in unmistakeable language. Is the school-room attractive? Is the attendance good? Are the pupils taught to think? And is the teacher progressive? These are tests of purpose and of power.

The true spirit here urges the teacher on to self-improvement. Vacation finds her attending training schools, or seeking improvement through personal effort. When a teacher is known to be persevering and inclined to self-improvement, it may enable the examiner to bridge over weakness in scholarship, which otherwise would prove a grave objection to awarding certificates.

Having briefly discussed the standard of teachers' qualifications, let me conclude by expressing my appreciation of the courtesy of your Executive Committee in assigning me a place upon your programme. I have not had the time for such preparation as this convention and my subject merit. It affords us pleasure to extend you greetings in behalf of the school workers of Blair county. We learned with much pleasure of your decision to hold the present convention in Altoona, and your presence here is a gratification to our people. We need not rehearse to you the business pursuits of our city or county, as you are familiar with them. You are welcome guests in our midst. We know that no pains have been spared on the part of our unassuming but efficient and honored City Superintendent, for your comfort and enjoyment. We trust your impressions of our people will be so favorable that your returns will be frequent,

and that you will bear away with you naught but happy recollections. Our sincere wish is that this may be the most profitable meeting in the history of your organization.

Supt. Addison Jones, of West Chester, was appointed Vice President *pro tem.*, and occupied the chair while President MACKEY delivered his address. He prefaced it by thanking the body for the honor conferred upon him in the election to this office. You can do a man no better service than to raise him in the estimation of his fellows (or of his wife, before or after he has secured her); and among school men as elsewhere familiarity of the Director with the Superintendent may breed loss of consideration, which is cured by marks of appreciation abroad. So he thanked them on his own part, and on account of the satisfaction experienced by the people at home. Presidential experience is useful to prepare a man for future emergencies—for what citizen may not aspire to be President of the United States? [Laughter.] Speaking for the Association, he voiced their appreciation of the cordial welcome received. Altoona, though not set on a hill, is a city that cannot be hid. She rejoices in the title of "Queen of the Mountains;" and we are all glad to come to this home of industry and culture. The address had been prepared with a view of provoking discussion, and he had no doubt that the questions raised would find many ready to follow him. He then read as follows:

AUTHORITY AND FAITH.

I am any man's suitor,
If any will be my tutor;
Some say this life is pleasant,
Some think it speedeth fast,
In time there is no present,
In eternity no future,
In eternity no past.
We laugh, we cry, we are born, we die,
Who will riddle me the *how* and the *why?*

The world is somewhat; it goes somehow:
But what is the meaning of *then* and *now*.
I feel there is something; but how and what?
I know there is somewhat; but what and why?
I cannot tell if that somewhat be I.

The riddle that challenged and baffled the far-seeing mind of the poet and seer is one that with special force challenges us as teachers to-day. And though we have not the prophetic insight into the mystery of being, the inspired wisdom of the immortal Tennyson, if there is to be any definite progress in education, we must answer these questions somehow, and on the answer, whether right or wrong, we must build deep and strong the foundation of our life-work as instructors.

The advance in science has multiplied answers to these questions without proving any, and has but added to our perplexity by originating a thousand secondary questions equally difficult. The variety of solutions, the schisms that testify their acceptance or rejection, have intensified the unrest of the age and made it ripe for revolution. The close of the century is witnessing the birth throes of a new epoch, and all await the crisis.

The poet may leave unsolved the question of the "then" and the "now," the "what" and the "how"—the mysterious is his favorite realm—and yet his verse has æsthetic charm because it trenches upon the Infinite; but the teacher, unless he is but the blind leader of the blind, must see with no uncertain eye a beaten path from the "now" back to the "then," and forward to a definite beyond. Our guide with his compass may lead us by some new route through the forest to the palace, but we must know the whence as well as the whither of education if we are to establish a line of direction.

I remember hearing Dr. Stanley Hall make a remark in his lecture-room at Clark University one day that in one form or another has often been quoted, "I like to go to Col. Parker's school to wind my watch." In these days of diverse opinions in regard to correlation, concentration, co-ordination, fixed units and units of measure, Herbartianism and Hegelianism, not to speak of more fundamental questions, materialism and idealism, empiricism and transcendentalism, naturalism and supernaturalism, reason and faith, where shall we wind our watches?

Shall we follow Tolstoi and let our pupils come to school and leave it when they please, study or recite when and what they wish, or not at all if it suits them better? If the "*Laissez faire*" maxim, or extreme individualism in society, is to prevail, this plan certainly offers a fitting preparation for citizenship. Or shall we look to Supt. Search for leadership in "Individualism in Mass Education?"

In his address to the British Association, Prof. Flinders Petrie said, "Our bigoted belief in reading and writing is not in the least justified when we look at the mass of mankind. The exquisite art and noble architecture of Mycenae, the undying song of Homer, the extensive trade of the bronze age, all belonged to a people who never read or wrote. The great essentials of a valuable character, moderation, justice, sympathy, politeness and consideration, quick observation, shrewdness, ability to plan and pre-arrange, a keen sense of the uses and properties of things, all these are qualities on which I value my Egyptian friends, and such qualities are what should be evolved by any education worth the name." What, then, shall the public

schools teach? "Out with the spelling book" is a cry we have often heard in this country and in this State, but far more revolutionary is the proposition of Prof. Earle, the eminent English philologist, to omit orthography entirely from education. If we turn to the arguments of President Eliot of Harvard, Prof. McLellan of Toronto, or Prof. Story of Clark, we shall certainly greatly modify some current ideas of the what and the how of Arithmetic. Not only in the field of our long sacred trivium, "the three R's" is such keen controversy, but between and among the advocates of Elementary Science and those of the Spiritualization of Education is promise of incessant war. In fact there is not an item in any public school curriculum that is not an object of the most diverse opinion among even the ablest thinkers, as to its place, its rank, its time, and its extent in the list of studies, and the methods of teaching it. What educator has not at some time found himself tossed about in a sea of doubt, without chart or compass or visible landmark, with even the stars of reckoning jogging with his own motion, and with his mind filled with increasing anxiety as to the ultimate destiny of the precious souls with which his ship is freighted?

It is not the intent of this address to answer any of the poet's questions—the what, the why, the how, the whither, the whence, or to discuss the function of pleasure or pain in ethics or æsthetics; it is not ours to outline any course or to advocate any cause. We are not aiming hereby to establish any "Fides quae creditur," but we shall endeavor to assert the prestige in a true system of education of the "Fides qua creditur." The main purpose of this address is to discuss two important and closely related factors of educational progress which we think are not given the prominence they deserve in our system of instruction—Authority and Faith.

We have roughly portrayed this debatable land simply that it may be fresh in our minds as a setting for the discussion of the following propositions:

1. It is necessary for every educator to accept some one of the different solutions of each of these great problems, that is, a definite answer to the what, the why, the how and the others, if he is to make any real educational progress. It is not enough to have a watch, or to have one that will go—it must be set to some standard of time.

2. The ultimate answer to every one of these questions is based upon authority and faith rather than upon reason. It follows:

(1) That in thus fixing his educational course the teacher is in the line of social evolution, and educational progress will be more certain and more rapid because in the direction of the resultant of all the social forces.

(2) That this attitude of the teacher to "the first principles," or to the truth, and of educational progress to social progress, involves and demands the specific education of the pupil's subjective faith.

The first of these propositions is almost axiomatic. Certainly no definite progress can be made by him that is blown about by every wind of doctrine. Is there not many a poor, halting educational philosopher that might follow his nose and go somewhere, but "he would not, in peremptory tone, assert the nose upon his face his very own?" Conviction means far more for a workaday world than agnosticism or skepticism.

I may not even understand the point at issue with Spencer and Balfour; it may even be as with Emerson, "There are no facts for me," yet as leader in the work of education in my community, I can not make one intelligent effort to move forward without basing it on some assumption as to what man is, as to what environment is, and as to what is the goal of endeavor. The very notion of progress involves a relative definition of that which progresses—the fixing of a starting point, line of direction, and landmarks afield.

In solving these problems and in determining his course, the teacher may move at random, or appeal to reason, or to ultra-rational authority. To move at random is to deny the function of intellect and will, to substitute instinct for intelligence, and render educational progress nugatory. Reason has been the war cry of science for many a century. It is not for me to attempt to dethrone Reason. As well may Andorra attempt the subjugation of France. I too will hang votive tablets in the temple of the fair goddess. She is worthy of high honor, her ministrations are indispensable. A careful survey of the field, however, shows that the factors that mould opinion and determine lines of activity are prevailingly other than reason. Every-day thought and conduct are very largely matters of habit, and no influence seems to have greater power than has habit. When we follow the studies of Prof. Royce of Harvard, and others, what in individual history, what in the history of tribe or nation, mob or army, church or state, crusade or revolution, incident or epoch—what in all thought, feeling, and action of individual or of society may we not trace to imitation? Habit itself is largely a result of imitation—imitation of self or of others. Is not imitation an involuntary recognition of authority? The potent principle of selection so extensively revealed in the study of evolution is not in itself a rational principle, and in its operation is a manifestation of faith rather than reason. Then there is a mighty influence in shaping the thoughts and actions of men that is revealed in the phenomena of telepathy, hypnotism, and even more largely in common phases of life, an influence which in its widest sense is called suggestion, and which so far from being rational in its nature we might also define as an uncon-

scious obedience to authority. Is it not a matter of common experience that the most of our actions, however reasonable they may be, are not due to reason? What would life amount to if every step had to be tested by reason? Are not all the important relations of life, in the family, in business, in politics, as well as in religion, matters of faith? Is not belief the very mainspring of action, and is not authority influencing, even controlling, our thought and conduct every day?

Not only is reason comparatively insignificant in its part among the great factors operating in society, but it is especially unsatisfactory as an arbiter, the very function for which it has so often been lauded. A study of the reasons that different men will assign for their assent to the same proposition, as, murder is wrong, the sunset is beautiful, children should learn to read, shows that reason is variant and servile, and it is not free; that it is, as it were, in the leash of other forces—customs, prejudices, laws, language, education, and other factors of society. Human slavery, caste, and many a notorious heresy in science as well as religion, are illustrations of Error with Reason as her handmaid; while on the other hand, it is but just to say, history's fairest pages show Reason far in the van fighting gloriously for Truth. How can we, then, make our last appeal to a power that is always conditioned by external forces, and is at once perpetuating error, and seeking to establish truth?

Faraday once said to Huxley who was performing an experiment for him, "Tell me what I am to look for." Thus the conclusions of Reason are pointed out to her beforehand, and she is often, though perhaps unconsciously, compelled to see them by the mighty "Spirit of the Times." It is plain that there are what have been aptly termed Psychological Climates, that condition reason and thought as geographical climate conditions vegetation. Reason is but one of many functions of the mind, and but one of many more factors of civilization; her mission is one of service and she is most seriously handicapped by the imperfections and limitations of language. However valuable she may be in systemizing knowledge, she is not the source of knowledge, and can not be accepted as an infallible guide to truth.

The fundamental question of philosophy is "What really is?" To this Reason can give no answer. In fact it is upon the answer to this question that reason starts, and, the circle completed, there too it ends. The proposition of naturalism, that the world is, and the uniformity of nature, are incapable of proof. Whatever reason may do in establishing truth, it cannot discover truth. Truth reveals itself to the human soul and faith accepts it. The very fact that men seek a reason for what they accept as truth, and judge reason as right or wrong, good or bad, as it harmonizes or fails to harmonize with that truth, shows that the recognition of truth is due to some other faculty than reason and to which reason is subordinate.

I may say I do not know what really is. I may start with Fichte's Principle of Identity, "I am I," and assume that the Ego really is. I may start with Herbart's "plurality of simple, real essences," and their relations to the subject, and say "things-in-themselves" really are. I may start with the sublimest Record of the Ages and say "In the beginning, God."

The pages of Metaphysics are full of answers to this question. In all the puzzle of religion and philosophy, who has not echoed the cry of the poet, "I am any man's suitor." Some say "Back to Kant," some, with transient interest, "Back to Spinoza;" but would it not be far better to make the grand rally-cry of this era, "Back to Jesus Christ," who spake as one having authority, and who as the way, the truth, and the life, is our best examplar of what and how to teach? It is not for me to say whom we shall accept as our "tutor," but I appeal to common observation that in the conduct of life, if not in philosophy, we answer every one of these riddles stated by Tennyson somehow—that we assume something as the truth in regard to the ego, the cosmos, space, time; that these truths are not regarded as assumptions but as undoubted certainties, till reason comes in to question them with subtile dialectic; that the cause of belief is authority, and not reason; that even knowledge itself is the product of faith, and the criterion of truth is in faith more than in reason.

Hon. Arthur Balfour, in his "Foundations of Belief," defines authority in contrast with reason as "standing for that group of non-rational causes, moral, social, and educational, which produces its results by psychic processes other than reason. And in his chapter on Authority and Reason he summarizes as follows: "At every moment of our lives as individuals, as members of a family, of a party, of a nation, of a church, of a universal brotherhood, the silent, continuous, unnoticed influence of authority moulds our feelings, our aspirations and our beliefs. It is from Authority that Reason itself draws its most important premises. It is in unloosing or directing the forces of Authority that its most important conclusions find their principal function. If we are to judge with equity between these rival claimants, we must not forget that it is Authority rather than Reason to which in the main we owe not religion only, but ethics and politics; that it is Authority which supplies us with the essential elements in the premises of Science; that it is Authority rather than Reason which lays deep the foundations of social life; that it is Authority rather than Reason which cements its superstructure; and though it may seem to

savor of paradox, it is yet no exaggeration to say that, if we would find the quality in which we most noticeably excel the brute creation, we should look for it not so much in our faculty of convincing and being convinced by the exercise of reasoning, as in our capacity for influencing and being influenced by the action of Authority."

If we yield to Authority and Faith precedence over Reason in the affairs of men, are we then in the line of social progress? One of the patent facts in Sociology is that the interests of society and of the indivlduals composing it are irreconcilably hostile. The teaching of reason to the individual is that the here and now and self are the all-important interests to him. The ideal of Altruism, on the other hand, which is the very leaven of social progress, makes for self-surrender and service. The individual sacrifices self for the welfare of his neighbor, even an antipode, and for generations yet unborn. Have not the world's truest heroes chosen failure that the world itself might win success?

History shows that all national progress is due to the elements of national solidarity, especially to strong political and religious ideals, and that nations have arisen and prospered in proportion as individuals have set aside selfish aggrandizement, the oppression of caste, and have been public-spirited, and held up the ideal of the public weal. Even among uncivilized peoples the nation that had the greatest lawgiver, or greatest prophet, manifested superiority over all its contemporaries.

The incessant antagonism between the individual and society certainly shows that social progress is not a product of individual reason; in fact, that social progress is not essentially intellectual at all. Mr. Ward, in Psychic Factors of Civilization, says, "No amount of abstract reasoning could save the race from destruction under the law of competition." If in this warfare reason always advocates the cause of the individual against society, where shall we look for the stimulus or source of Altruism? That has been the special mission of religion, and this function is the one feature common to every religion of every age, and of every tribe or race, known to history. In his Social Evolution, Mr. Kidd thus defines religion: "A religion is a form of belief, providing an ultra-rational sanction for that large class of conduct in the individual where his interests and the interests of the social organism are antagonistic, and by which the former are rendered subordinate to the latter in the general interests of the evolution which the race is undergoing."

Review the history of nations and epochs and the fact will become increasingly apparent that religion is the central factor of all human progress, the pre-eminent element in human history. The constitutions for ideal states, and great moral codes devised by unassisted reason, have most signally failed, while those even of so-called ignorant superstition, attributed to supra-rational authority, have been mighty in their day. We are apt to think of man as the climax of creation, but the highest unit is the social organism. Far more important than the individual ideal to individual conduct is the race ideal to social progress. There was a time when the ideal of God as Creator met the needs of the race; but that is passing away, and for many it has long since passed away. With the advance of knowledge, and the enlargement of sensory power, the forces that once were manifestations of God are recognized as the operation of laws of nature, and the human soul longingly looks to see the "Face of the Eternal," and to visualize the relations between Humanity and the higher beings—and finds its answer in God the Son.

Dr. Patten of the University of Pennsylvania, in his Theory of Social Forces, says: "The thought of an Incarnation is the highest ideal of the new economy, but it must be supplemented by others. The belief in the mastery of nature by intelligence will be one, and faith in a greater humanity another. One is the end of all social activity, the other the means by which the end is secured. When these three ideals are made prominent by the new conditions, they will give renewed vitality to religion, making it again the great social force." In all the course of history reason has never created a belief, though it has destroyed many. As the ally of Naturalism, it ignores conscience, denies immortality, and degrades the ideal of the beautiful and the good. The ideals that ennoble the dealings of men with men, make them masters of nature and self, and victors in life and in death, find their efficacy only in faith. Faith is the vital moving force of society, and progress is impossible without it. Faith looks through and beyond the ideals of social solidarity, social responsibility, and social immortality, not simply to a society of perfect individuals, here or hereafter, but to a resurgent and glorified social organism, the new human race, "the fulness of Him that filleth all in all," for which He is waiting as the consummation of His glory. Dr. Patten says, "Formal logic is merely a form of skepticism." In answer to some inquiries of a German student Darwin wrote, "Science and Christ have nothing to do with each other, except in as far as the habit of scientific investigation makes a man cautious about accepting any proofs. As far as I am concerned, I do not believe that any revelation has ever been made. With regard to the future life every one must draw his own conclusions from vague and contradictory probabilities." However great the work of reason in the service of natural science, however strongly it may support evolution or any other doctrine in the mind of theist or atheist, blot out the light of revelation and the hope begotten of faith, and the end is death and despair,

"the starless night of pessimism." It is only in the light of Christian Cosmology that Astronomy, Geology—science, literature and art—find their true significance. To the vision of a true Faith, and to her alone, is there even the faintest revelation of the culmination of the great world processes, the perfect Cosmos, the final eon, the full grown Ygdrasil of God's own planting, the new heavens and the new earth.

There are facts at every hand that show that social evolution is towards the Christ ideal. Is it not, therefore, the duty of every true educator to keep in line with the trend of History, and cultivate those faculties in the pupil that make for the recognition of authority, and the perfecting of faith? Whether education be of the State or of the Church, these are the elements that best promote citizenship in the State here and the Church triumphant there. This is the very essence of loyalty that makes government strong, and it is the very foundation of religion.

It is a common boast that the age of faith has been succeeded by the age of reason, but is not the true order of evolution, Perception, Reason, Faith? Does not sociology as well as theology point to the advent of an era of transcendent faith? Is not the day near at hand when Faith will render Reason dumfounded on account of her mighty works?

Reason unassisted can never win the benediction, "Blessed art thou, Simon Bar-Jona," and it has been too prone, now and then, in the service of Pharisaical skepticism, to join in the sneaking whisper, "This man doth not cast our devils but by Beelzebub, the prince of the devils."

Mr. Kidd beautifully says, "As in Calderon's tragic story the unknown figure which, throughout life, is everywhere in conflict with the individual whom it haunts, lifts the mask at last to disclose to the opponent his own features, so here underneath these religious phenomena we see man throughout his career engaged in a remorseless and relentless struggle in which the opponent proves to be none other than his own reason.

It seems to me very clear that the coming education will be more largely an education of the heart, and in it authority and faith will be given prestige and reason will do them service. Emerson's ideal of friendship will be realized, because faith in men makes for truth. Is not the order of development, I will be true because I am trusted?

However inspiring the fine ideal of the poet, "We rise on stepping stones of our dead selves to higher things," still more inspiring is the thought that others rise on the stepping stones of our dead selves to higher things. Shall we not then say with Fichte, "The ultimate end of all education is to lead men and human society to their highest moral destiny? Is it not clear that it is a matter of the very greatest importance that the pupil's faith be developed and intensified not only for the perfecting of his own soul but that he may bear his part in uplifting the higher unit, the greater humanity.

There is nothing that can enrich our curriculum so wonderfully as faith will enrich it. I have spoken of faith in its broadest sense; let me now in closing speak of it in its sublimest sense. We live in a marvelous age. The Roentgen rays, the Keely motor, the wizard work of Edison and Tesla—the gates of the future seem ready to burst open and let in upon us a most wondrous host, the like of which has never been portrayed by imagination's magic pen; yet to the eye of Faith there are visions of far more glorious realities, for her hand more priceless possessions, to her mind far loftier ideals, for her power a greater work than any ever yet done in the history of the world; for "Greater works than these shall ye do because I go to my Father."

"Yet when the Son of Man cometh, shall He find Faith on the earth?"

Dr. Schaeffer: That paper was not thought out in a day, and one can hardly be expected to grasp its essence and bearings by simply listening to the reading. Some of us are eye-minded, and grasp a subject better from the printed page. After spending years in taking in such work through the ear, one hardly feels able to discuss such a paper upon a single hearing. I have been especially pleased at the emphasis laid on faith. We need faith in the schools, in our courses of study, in our pupils and in their destiny as citizens of a great republic, as members of the social fabric here and of the City of God hereafter. With the Cultus-Minister Müller, I protest against the principle of the great Pestalozzi, that we should never allow the pupils to accept what cannot be proven. "Then," said the minister, "you cannot teach my children; for I want them to believe I am their father, and neither you nor they can prove it." We must assume, if we are to achieve; we must have faith, if we are to act. The tendency in favor of secularizing the schools holds no solution of the question involved; there must be active faith in the personality of him who does the teaching. I commend the stand taken by the paper upon this lofty platform.

Supt. R. K. Buehrle: (Lancaster): The President announced his intention to provoke discussion, and evidently thought there would be dissent. To the position taken regarding faith I take no

exception; much of that I am disposed to agree to; but on the question of authority I differ. All movement toward free institutions has been in the line of protest against authority. Blind obedience to authority rivets the chains of slavery upon the people. It will be an unlucky day when authority shall be deferred to more than it is now. In most nations every now and then the shackles of authority have to be broken by a rising-up against established forms. The only way to prevent or mitigate revolutionary movements would seem to be, in our educational methods to avoid the inculcation of too great reverence for authority. The maximum of reverence for authority has historically been accompanied by the minimum of freedom. So I cannot sympathize with the tone of the paper, which seems to lament the decay of reverence for authority. What was the French Revolution, what was that greater revolution known as the Reformation, but a rising against authority?—in the latter case a determination to abide by the individual judgment, as against the authority of popes and councils? In the light of history, I think we have to-day quite as much reverence for authority as we ought to have. So I agree with the paper as to faith, but dissent as to authority.

Supt. Geo. J. Luckey (Pittsburg): Faith is such an indefinite quantity that one hardly knows how to discuss it. Faith without reason is the foundation upon which ignorance rests and tyrants build, and in which oppression finds its foundation rock. To the intelligent few, the church is an agent or instrument; but to the ignorant mass it is a master. History tells us that under such conditions the people go backward into the control and mastery of the few, and individuality and independence are lost. Let us place reason and individual independence first, and refuse blind obedience to either church or State.

Dr. Schaeffer: I do not understand the paper to inculcate *blind* obedience. Satan fell by rebellion against authority. In the case of the French revolution the nobles first rebelled against the authority of the Golden Rule, and as a consequence the people rose against them and the streets of Paris ran blood; the Reign of Terror was the result of that first rebellion against authority. We hold that the highest freedom is found in *intelligent* obedience to law—not human statute, but the highest and best law, the will of God. What was it that broke down the new school law for Pittsburg? [Mr. Luckey —"Reason."] It was an appeal to the higher law, the Constitution. The highest principle of the Reformation was the recognition of the authority of the Bible as the only rule of faith and practice. Why was it that some of the Lutherans ran into Antinomianism, while the Swiss and the Scotch were free from it? Because Calvin and Zwingli held fast to the authority of the church in matters of discipline. True, the Reformation asserted the supremacy of the people as against the priesthood; but in the place of the hierarchy it put an authority that the people could intelligently obey.

Supt. Luckey: There is the whole question, in that word "intelligently." Intelligent obedience must be based on reason, and so reason becomes the basis of authority. Intelligent obedience to reasonable law is very different from blind subjection to authority. Oppression is the legitimate result of teaching simply obedience to authority without regard to reason. All progress must come from teaching our youth to obey no command, subject itself to no authority, that is not fonnded in right—in a rule of right that is accepted by enlightened reason.

Supt. Buehrle: The trouble is in the universal tendency of law to take despotic form. We all know that in our own community laws to protect certain classes cannot be enacted, while on the other hand there are people and corporations who are above the laws we have. Not a day passes that the great corporations do not openly violate and defy the law, and we are powerless to prevent or punish them. And this will go on and increase until either the reason is educated up to such power as will effect a peaceful change, or till we have such conditions as will necessitate a revolution, as in France. The people there followed the old rule of "an eye for an eye, and a tooth for a tooth"—they did to others as others had done to them. Their methods based on violence and cruelty were such as the king and nobles had taught them—only now the king and nobles were under, and the people were on top. The revolutionists did what they had been educated to do, under the forms of law and government. When the shackles of a whole people are suddenly broken, can we expect them all at

once to know and do what they ought? It would have been the miracle of miracles, had the French people at once shown themselves wise and sober, after the treatment they had suffered from their tyrants. Under such circumstances, only dire necessity enforces obedience to reasonable authority. But they are doing nobly, learning to govern themselves, and will soon approach if not equal the progress on this side the ocean.

Supt. W. W. Rupert (Pottstown): I suppose it will be conceded that in Natural Science at least authority has no place. It was authoriy that put the earth in the centre of the system, and told us "nature abhorred a vacuum," and many other things which the exercise of reason has shown to be totally untrue. Here at least authority unsupported by reason should receive no recognition.

Supt. S. H. Dean (Mt. Carmel): There is a place for faith, for authority, and for reason; and happy is the man who can assign its true place to each. There is a blind obedience that is hurtful, and there is also a blind obedience that is healthful. Many a life will be lost, if the patient stops to argue the propriety of taking his medicine. We want children to have faith in their teachers, and to yield them blind obedience, instead of setting up their puny reason against rightful authority; and yet they must be taught and trained to exercise their reason and act upon its judgments.

Supt. Luckey: The teacher points to a character on the chart, and tells the child "That is A." The child asks, "How do you know?" The teacher falls back upon her professor; the child asks how he knew, or how the teacher knows he told the truth. Authority would discourage such investigation—I would encourage it all the time. Let the child understand that he is not to take things for granted because others say so. When obedience is necessary, let it be intelligent, not blind.

Dr. Schaeffer: How does Supt. Luckey know it is A?

Supt. Luckey: I reasoned it out. [Laughter.]

Supt. N. P. Kinsley (Franklin): Is there any obedience to authority, as such, that is not "blind" obedience? Is it really obedience at all after it has been reasoned out? Is there not a place for obedience as such, when it cannot be reasoned out, and action is necessary?

Dr. Schaeffer: How many of us accept the X rays on authority, and how many upon our own knowledge?

Supt. Mackey: We should begin perhaps, by settling the question what reason is. I have understood it to be process of finding new judgments by comparing other known judgments. If that definition be accepted, we next ask whence come these "known" judgments. It is argued that authority furnishes premises for reason. In social evolution the relation of the individual to law working out in society as an organism the reason may and does at one time commend and at another condemn the same theory and practice; this would seem rather a questionable dependence a reason which is on both sides of the question. The fact that the paramount reason is now on one side, again on the other, would seem to indicate a dependent, not a primary process. The importance of reason has been emphasized in our intellectual education for generations and the neglected side of the question seems to call for the emphasis laid upon it in the address. I was glad to hear Dr. Schaeffer call attention to the error in the Pestalozzian platform. Life is largely built upon the faith of man in man. If we recognize that we are working toward a destiny not thus far comprehended by the reason, that forces have for ages been working in history and shaping human life that are only now coming to the front, is there not a place even for *blind* obedience to authority, and must we not say with him of old "Shall not the Judge of all the earth do right?"—that is, if we believe that the ultimate tendency of all is toward good. Of course, if we believe in devolution, this argument falls; but if we believe in real progress, it seems to me we must recognize these uncomprehended forces as authoritative, and fall into line with them.

Supt. Luckey: Is not authority often found on both sides of the question, as well as reason?

Supt. Mackey: I confess that, but the excess of error is against authority.

The discussion closed here, and Supt. Buehrle offered the following resolutions, which were adopted:

Resolved, That in the discussion of all questions before this convention the time of all speakers be limited to five minutes on any one question before the house, provided that this rule shall not apply to those whose

on the programme as opening the discussion, or readers of

That no speaker be given the occupying the floor twice on the on until all who desire to speak ad an opportunity to do so.

ention, after noting the names present, adjourned to 2 p. m.

SDAY AFTERNOON.

ndance was considerably in- at the opening of the second d the President asked for s to fill the vacant offices. ing were named, and elected tion:

dent — Supt. L. E. McGinness,

–Mr. J. D. Pyott, of *The Journal.* –Supt. John Morrow, Alle-

OF THE NEXT MEETING.

ckey, who could not be pres- ow, asked leave to call up election of the place of next No objection being offered, that the body meet in Pitts- ear. Pittsburg, he said, was city on earth; Philadelphia rger in the census of '90, but Pittsburg is coming, with a anywhere from one to six or ons [laughter]; its bounds are ermined—it may include Al- s the centre of the manufac- and steel and glass, it has the transit, the best schools, the lings, the most hospitable e understood it was the custom ery alternate year at Harris- e near the Legislature; but is dictated from Pittsburg, and that is the real centre of rom which radiate all pro- vements.

uehrle said that when the sburg reached down to include it would be time to consider on. He would be willing to urg in '98, but to go there would be disturbing a pre- has worked satisfactorily. If ready has all the best things, tion would be of no local ben- sing interest and developing and it is well to go to Harris- the legislative session. We can do something to help good laws and defeat bad ones, and so "kill two birds with one stone." The fullest meetings are always those held at the capital. He moved to amend that we go to Pittsburg in 1898 instead of '97.

Supt. Luckey said the Pittsburg people were unselfish—if they could get no good themselves, they wanted to do good to others; the visitors would catch the inspiration of the place.

The President ruled that this meeting could not make any arrangement two years ahead. Supt. Buehrle then moved to amend by substituting Harrisburg for Pittsburg, which was carried, and the motion adopted to meet at Harrisburg next year.

THE COMPULSORY LAW.

In the absence of Supt. Harman, who could not be present till to-morrow, his paper was postponed until then, and "The Compulsory School Law Problem" substituted. Supt. Babcock, who was to read this paper, was also prevented from attending.

Supt. Buehrle was called on to open the discussion, and said: I had expected to discuss a paper, and am hardly prepared to discuss the law itself, but will do what I can. The preliminary work that must be done before the question practically reaches us was postponed under the ruling of the Attorney General until this year, and will now soon be done. At the last meeting there was no general agreement on this matter, whether it was the proper time, and so on; most of those who spoke recognized the importance of knowing the facts before attempting to legislate; but the bill passed, it is now the law, and loyalty demands of us an honest effort to carry it out, and to consider here and now the means of doing so. The spirit of the law is all right; education is the right of the child, and the duty of the parent and the state. If the parent attempts to prevent or defraud the child of this right, his power should be abridged. This law was intended to secure the rights of the child, and so far I am in sympathy with it. If parents neglect or refuse to perform their duty, the state should compel them. The cry of interference with natural rights has no force here; we prevent parents from inflicting cruelties and injuries upon the child's body, and why not on his mind as well? Of course the ability to

spell and read is not an absolute necessity—many good citizens can do neither—but all enlightened people are agreed that the training and discipline of school give a better chance for the growth of mind, and that no child can be said to be properly brought up who is denied this chance of instruction. On this idea the law stands. The preliminary steps are being taken, the commissioners are issuing blanks to the assessors, and their reports will bring the matter under our cognizance. Many questions will arise which are not settled by the law. Suppose the secretary of the board knows or is notified that Smith's children are not in school, but does not find them on the assessor's blank, is he bound to take notice, or is the assessor's return to govern? Again, when is the time to commence prosecution? Must the authorities wait until the last sixteen weeks of the term? And if the prosecution is begun earlier, and the parent says he is not ready and has still plenty of time to comply with the law, who pays the costs? It would seem as if we must wait till the last sixteen weeks. If we mean to stand by this law, we must try to remove the prejudice against it; and that means a campaign of education. No less a personage than an ex-Attorney-General only waits the opportunity to test the constitutionality of the law and defeat it if possible. The ex-Governor vetoed it after it had passed the Legislature. All that means wide diversity of sentiment, and the differences must be reconciled if we are to have any benefit from the law. There are people who are not in favor of the public schools, some who do not want their children to go to school at all—compulsion may be the only way for these. Others are too poor to provide suitable clothing; these must be helped by private charity, and will be. It is common sense to do all we can to minimize the necessity for resort to compulsion, and this can be done only by educating the people away from their prejudices. Since the night school seems to be recognized by the law as equivalent to day attendance, we will have to give that more attention, and see that better provision and a higher scale than heretofore is made for such instruction. There is no reason why every large town should not have a miniature Cooper Institute for the boys and girls who cannot come in day-time. Why should a school board assume that its whole d is discharged toward pupils who m leave school at 12 or 13 years o Should we not give them the opportur of attending good night schools, prope graded and classified? Now a w about the ways of escape for people v want to evade the law: The fact that particular time is specified has alre been considered. Children may be cused upon the certificate of teache what teachers?—private tutors, paroc school teachers, music teachers?—law does not say. Anybody may ope school, and call himself a teacher—d that qualify him to certify? It would well, when we come to perfect the law fix some standard, or to limit this pov to teachers holding legal certificat This is a large loop-hole, as will be fou in practice. Perhaps the most diffic problem is what to do with objectional pupils—such for instance as are instruct from home to get themselves expelled soon as possible. How shall we preve this? It has been proposed to place t pupils in ungraded schools by the selves. And how about the immo pupils—the dishonest, the obscene—such will be found among those the l is intended to reach. We will kn more about all this a year from now. think it would be well to appoint a co mittee of three to report on this matter our next meeting.

Dr. Schaeffer: We had the word "p erty" struck out of the bill, knowi the Directors would be judges of su cases, and could accept such exc where proper. If the word "poverty had been let stand, the Directors wo have been *obliged* to accept that excu now they need not unless suffici ground is shown upon investigati The act makes Directors responsible, a as Directors are elected by the peop the enforcement of law depends up public opinion. I wish to call the tention of Superintendents to the fi volume of the Report of the Comm sioner of Education, recently issu which contains a statement of the nu ber and percentage of illiterates in t different States of our Union, and in t countries of Europe from the Germ Empire to Roumania. The percent of Pennsylvania is $6\frac{8}{10}$; that of the G man Empire is $\frac{1}{4}$ of 1 per cent., tak in all its 26 States and provinces, wh education has been compulsory for ma

years. If that represents the working of compulsory law, and we believe it is good for a child to be taught to read and write, we had better be doing something to bring down our figures. After Germany come Sweden and Norway, Denmark, Switzerland, all far ahead of us, and all having compulsory education. Pennsylvania not only has nothing to be proud of in this showing, but she has been relatively going backward; in 1870 she ranked twentieth in illiteracy; in 1880 there were twenty-five or twenty-six states ahead of her; and in 1890 she had gone down to twenty-ninth. Had we not better give the compulsory law a trial, and see if we cannot take higher rank?

Supt. Luckey: After watching these statistics for some time, I am convinced they do injustice to Pennsylvania and other states. If we could get at the percentage of American-born children, we would find less illiteracy than even in the German Empire. It is the influx of the Poles, and Hungarians, and Italians that pulls us down; compulsion will reach them, and I am in favor of it. In one ward of Pittsburgh with a vote of 600, there is a school attendance of about 60 – the population being almost entirely foreign. The illiteracy is not among our own people, but comes with these immigrants from the other side. I wish we had figures that would show how many are native-born.

Dr. Schaeffer: The figures of the Commissioner classify the illiterates as native-born, foreign-born, and colored. If his statistics are faulty, we should correct them; if they are true, we should be doing something to help ourselves up.

Supt. Jones: When the Committee sent out their cards to get subjects for discussion, many returned this subject of compulsion; and one of the questions was whether a child may scatter the required 80 days all over the school term, and if so, how shall we deal with such irregular pupils?

Supt. Morrow: There are objections to this law, and its friends were disappointed with the shape in which it finally passed. Almost everybody agreed that it was not what it ought to be, but only a beginning to be amended until satisfactory. Much of the opposition to compulsory law is of the bugaboo order—it is "unnecessary," "can't be enforced," "abridges our liberties." The liberty objection has already been met here. Several states have demonstrated the successful enforcement of such laws, others have partially failed owing to faulty provisions in legistion. As to the "unnecessary" cry, that is simply silly. Any casual observer in a large city during school hours, need only follow a brass band or even an organ and a monkey, and he will see hundreds of children out of school. Or let a fire break out, and see the crowd of children, coming out of every corner, who ought to be in school. Unless a law can be made that will bring these into our schools, our percentage of illiteracy will not improve, but will increase. There is a large class who will never see the inside of a school except under compulsion, because their parents want them to work in the mills and shops. Admitting this law is not all it should be, let us make the best of it, and improve it as we have opportunity.

Dr. Schaeffer: Our Superintendent of Altoona has produced the book I mentioned, and here are the figures Supt. Luckey asked for. In the census of 1890, the percentage of Pennsylvania illiteracy is native white, 3.5; foreign white, 17.8; colored, 23.2. In Europe we have: Sweden and Norway, .12 of 1 per cent.; German Empire, ¼ of 1 per cent.; Denmark, .54 of 1 per cent.; Finland, 1.62 per cent.; Switzerland, 2.10 per cent.; Scotland, 5.17 per cent.; Netherlands, 6.13 per cent.; England, 7¼ per cent., and so on down to Roumania, 79.60 per cent. For comparison with one of our own states having a compulsory law, take Massachusetts, whose illiterates are: native white, .08 of 1 per cent.; foreign white, 16.2 per cent.; colored, 15.4 per cent. I say again, these figures are not creditable to Pennsylvania, and we should try to find and strengthen the weak points which leave us so far behind.

Supt. Morrow: I should like to know how these figures are made. They send out lists of questions from Washington to us Superintendents, but many of them we cannot answer and so leave them blank. Where do they get their estimates?

Supt. Buehrle: Those figures are for people over ten years of age. It is little more than ten years since these Poles and others began to come here, and at first they did not bring their families; they cannot have influenced the percentage to any great extent. All these things indicate the necessity of a school census to give us the bottom facts. I was sorry the

bill did not provide that the questions should emanate from the Department.

Dr. Schaeffer; We are consulted about it, and are trying to get something like uniformity in the blanks sent to Commissioners. A census of children from 8 to 13 is provided for by law. Reports show that in Philadelphia from 60,000 to 70,000 children get only half-time in school, because there is not enough seating accommodation. If this is true, the law will bring the fact to light, and the people will force the Directors to provide for their children. We can depend on our charitable people to look after the clothing, when properly informed.

Supt. McGinness: Suppose children reach their eighth year after the enrollment is made, or move into the district after the assessor has finished, will account be taken of them? And when may we begin to move for enforcement of the law—on the 1st of September?

Dr. Schaeffer: I think we may assume that juries will generally stand on the side of the law. The question of enforcement will settle itself as the practical working of the law gets down ultimately to the judgment of the people.

Supt. Dean: Some of these immigrants from Poland and elsewhere send us children who are among the brightest and most obedient pupils we have. But there are parents, and not all foreigners either, who never did and never will give their children a chance for schooling until the law forces them to do so; it is for these we want the law, and it is our duty to see it enforced.

Mr. P. M. Brown (Director, Wilmore, Cambria county) was given the privilege of the floor and said: If we spend our time searching for difficulties, we will never get down to real work. Directors who are fit for their places will find remedies for most of these troubles when they meet them. Not many people will try to punish Directors for trying to get the children into school. As to interfering with parental rights, we take away their children and send them to the Reformatory when they commit offences—why not begin earlier, and prevent that necessity?

Deputy Supt. Henry Houck: The figures made for New Jersey were unsatisfactory to ex-Supt. Apgar, and he had a house-to-house canvass made, which showed that there had been injustice done; I think the difference was as much as 30 per cent. I have heard him s this up, and since then have been so what doubtful about the accuracy of tl tables. It may be the same with Pe sylvania as with New Jersey. In my town (Lebanon) most of the children of school are kept out by poverty. M people are out of work, and the boys girls have not enough clothing, so times not enough food, sometimes home—these are not in educable cor tion. If this movement results in dir ing attention to these facts, and help these poor children to the supply of tl wants, then the law will be a great bl ing. If the people have such fa brought plainly before them, charity solve that part of the problem. Whe say "out of work," I mean those w need work, want work, beg for work, there are plenty of them; and any that directs public attention to the fa will do a great and needed work. I peat, I believe the figures reported exaggerated; they are not properly c piled—for instance, we have in our ho many young people of school age who graduates of High or perhaps of Nor schools, all of whom might be be cour "out of school." [Laughter.] But law is here; let us get all the good can out of it.

Supt. Mackey: It may be well to member that "poverty" is a rela term, and reaches beyond those who d or who beg.

The discussion on Compulsory I closed here, and the next subject ta up was,

HOW MAY THE SUPERINTENDENT H HIS TEACHERS?

The first branch of the question, H may he help in discipline? seemed to the point of greatest interest, and its cussion took up all the time give this Round Table exercise.

Supt. Dean though the expert teac was better left to handle his own di pline, and only in extreme cases sho the Superintendent interfere.

Supt. Buehrle said as regarded corp punishment, the teacher only can leg inflict it. He advised his principals to do it except in case of their own pu and of course never did it himself, find in the law no warrant for either. teacher is *in loco parentis*, knows all circumstances, and is presumed to competent to adjust the penalty to

offense. This is the plain intent of the law, and any deviation from it is injudicious; besides, the Superintendent does not want to be flogging-master for the town.

Supt. J. B. Richey (New Brighton): If we are to look up nice points of law in every emergency before we act, the Superintendent will be a mere figure-head. One is not to be called or considered a whipping-master because he administers deserved punishment, which the teacher is unable to do. We should give the teachers the help they need, and train them into strong, successful workers. Corporal punishment is not all of discipline, and is perhaps receiving undue attention in this discussion.

Supt. Thos. F. Kane (Newcastle): It is an important part of the question, however. The less corporal punishment the better, I suppose we will all agree; but there are times when it is better for a boy to be punished in that way, than to be suffered to become a permanent nuisance. I have asked my teachers not to inflict corporal punishment until they have consulted the principal. The consequence is a reduction of 90 per cent. in the number of cases, and I hope to see it 99.

Supt. J. M. Reed (Beaver Falls): In the moral support given the teacher in the matter of discipline lies the Superintendent's strength. Corporal punishment is a small part of the question, but one that makes considerable trouble. I have all cases reported to me in detail, in order to be prepared with the facts should parents complain, and especially because teachers are more careful and deliberate when they know the record must be forwarded. Under this plan, corporal punishment is reduced to a minimum. I think the principal has a legal right to punish.

Supt. H. H. Weber (Middletown): We should caution our young teachers against attempting to do too much the first day or two. By deliberation and study of the situation they can establish a system of discipline that will hold out through the term without violent outbreaks. It is the ambitious beginner who often finds most necessity for punishment. The Superintendent must be cautious in interference with the discipline of teachers, lest he weaken their authority and influence.

Supt. Buehrle: A man may be very useful on this line if he has but 20 teachers to look after; but it is quite another thing if he has 500, or even 100. It is said that the young teachers do the most punishing—that is not altogether chargeable to their inexperience, but largely to the fact that they get many children who have no experience of obedience or control, and have everything to learn. Even experienced teachers if they come down to the primary grade will find more necessity for corporal punishment; as the pupils learn self-control, the higher grades find less necessity for discipline. It has been well said that it is unwise for the Superintendent to step between teacher and pupil, and do the teacher's work. The teacher should be monarch; if he or she fails in administering discipline, and calls in another, it is regarded as a confession of weakness. We do best when we make the teacher as strong as possible in the opinion of the child.

Supt. Gotwals: The teacher should feel that she alone is responsible for the discipline of her school. We use the rod very little—the less the better; but there are pupils who will listen to nothing and nobody. We try to reach these through the parents, by letter or personal interview; sometimes the extreme cases are sent to me, and I try to reason with them; and occasionally the teachers administer corporal punishment. I do not do that myself; and if, as some seem to indicate, I had to do all the whipping for a couple of thousand pupils, I would need stronger muscles. When that must be done, the teacher, who knows all the facts, is the proper person to do it.

Supt. Morrow: It makes a great difference whether you have a dozen teachers in one or two buildings, or four or five hundred scattered over a large city. In the one case it is possible to know everything in detail, in the other not. Either way, I say never take the discipline out of the teacher's hands when it can possibly be left there. You can help by suggestion to teachers young and old; the old sinners, here as elsewhere, are hardest to move and keep on the move. The good school takes care of itself; when you visit a bad one, what shall you do? Well one good way is, if you do not see any good done, wait until you do—there is a good deal in keeping one's mouth shut. [Laughter.] Make notes of difficulties and failures; do not settle questions in presence of pupils; when you come to teachers' meeting, use your notes as basis

of criticism and instruction, without of course mentioning names and places. The grade meeting is the place to give your teachers valuable help.

Supt. Luckey: I have read of an old German custom where the neighbors of a dead man as they passed round his open grave each said some good word of him. One cross old customer was laid away and the rest passed round in silence till one said, "Well, he was a good smoker, anyhow." [Laughter.] It was better than nothing. Stay in your bad school till you see some good point that you can heartily commend, and encourage your teacher to bring the rest of her work up to that mark. That will put new life into the discouraged teacher, and it will go all through the school. There are children who grow up believing they will never get any encouragement till they get to heaven—and some don't. [Laughter.] I sympathize with the little fellow who didn't want to go to heaven because it would be "lonesome—nobody there but God and George Washington." Let us talk to our teachers as people who are fit and able for better things.

Supt. Richey: I agree entirely with Supt. Luckey, and also with Supt. Morrow excepting as to collective criticism—I prefer to deal with the teachers individually and privately. Of course, this may be impracticable where there are so many; but their ward principals can help.

Mr. Brown: A little study of human nature will often suggest remedies in difficult cases. Sometimes you can get great results by appointing a "tough" boy a committee on order, making him feel that he has a character to sustain.

Convention adjourned to 8 p. m.

THURSDAY EVENING.

MUSIC for this session was furnished by the High School chorus, composed of picked voices from all the classes, and a grand chorus it is, reflecting the highest credit upon the teachers and the system of instruction in music adopted in the Altoona schools. The children sing by note from the primary grade upward, and the results are the final answer to any question of the propriety of the method After two choruses, Dr. M. G. BRUMBAUGH, Professor of Pedagogy in the University of Pennsylvania, delivered the following lecture on the

FUNCTION OF NATURE IN EDUCATIO

Ladies and Gentlemen: The gift of Renaissance was a new content in the cu culum of existing schools. It was the g of Humanism as opposed to Dogma. I Humanism was a half-truth in the edu tional world. Bacon and Comenius ga fulness to our concept of educational matt by demanding a place for the investigati of objective Nature. Realism became t rival of Humanism; and the war of the ce turies since has been waged for suprema of the one as opposed to the other. To t ending of this struggle this paper shall n offer a single suggestion.

Assuming that Nature has a content sufficient value to make it worthy a place the curriculum of the public schools, it the purpose of this discussion to indica how this content may be most happi utilized by the teacher for the child, and t the child for himself. When the writ sat in his first Teachers' Annual Institu eighteen years ago, he was perplexed understand the significance of two great di cussions that transcended all others point of time, interest, and apparent valu They were, first, "Can we think witho words?" and second, "Shall 'object lesson be made a part of our daily programme Around the former of these discussio rallied the older members of the Institu —men whose heads had lost their natur color or covering, and whose opinions we law in their respective communities. T the latter of these discussions rallied t young men. They plead eloquently b modestly for the *new* influence in our educ tional work. The spirit of Spencer ar Rousseau had given to education in t decade between 1870 and 1880 a distinct scientific trend. Nature was to be studie but only in formulæ. The objective wor was to find report through classificatio The investigation of things was to be ma by the scientist for the child, but not by t child for itself. The text-book was to l learned, but the sermons of science, muc less those of Nature, were never heard t the child.

A teacher talked to the child; and t singing stream, the chatting crow, the mu muring pines, the articulate silences, we commanded to be still. Children consum precious time committing senseless formul about things, and Nature was parsed a analyzed as logically as a sentence fro Cæsar or Homer. The child in school s at a dinner of husks, yearning for the ri kernels of truth that had feasted his hung soul and satisfied it before he had been tra formed from a ranger at will to a bondm without will.

This craze for classified knowledge a formulæ has run its day, and the lingeri influence of its riotous career may still seen in the over-systematic presentation almost all sorts of knowledge—in the

called topical method of teaching, by which the child learns outline without any corresponding content; in the divisions and subdivisions, headings and sub-headings, sequels and far-fetched moral applications of all forms of knowledge as presented in the text-books for children, and in the overwrought classification and mathematically-exact gradations in our systems of schools.

To-day one hears little of this systematic craze, and too little against it. Object lessons have given way to "Nature Study," and the new term is coming more and more to stand for an appreciative contemplation of nature, and less and less for a critical analysis of technical terms. We are changing from a scientific to an artistic study of nature; and the transition marks an epoch in our educational progress, greater than one might suppose. It indicates a feeling of unrest and a desire for new lines of approach to what must necessarily be, for all time to come, a content of the greatest moment to our educational work.

What is Nature's message to the child? Have we interpreted this message? Thomas Wentworth Higginson, with something of inspiration, has, it seems to me, touched the heart of the matter from the literary side. "Under the present educational system we need grammars and languages far less than a more thorough out-door experience. Flowery banks and ripple-marked shores are the true literary models. A finely organized sentence should throb and palpitate like the most delicate vibrations of the summer air. Tried by the out-door standards, there is as yet no literature, but only glimpses and guide-boards; no writer has yet succeeded in sustaining through more than some single occasional sentence that fresh and perfect charm." "Let us interrogate the great apparition that shines so peacefully around us. Let us inquire to what end is Nature." Thus writes Emerson, and in answer to his own question he points out her four-fold function:

1. Her Commodity value.
2. Her Beauty value.
3. Her Language value.
4. Her Discipline value.

Nature's commodity value—her value to the physical man—is "the quality that appeals to nations in their childhood, men in their crudity, and forms the subject of the lower phases of physical science." It is the study of nature in the spirit of gain. It is the debasement of nature to a mere dollar-and-cent basis. The child from this point of view is taught to regard the objective world as representative potentially of a vast amount of wealth, and he is led to feel that his highest service to the race and himself is performed by changing this possible wealth to actual wealth. Nature becomes the object of study in a purely selfish way, and value attaches to things in proportion to their ratings in financial exchanges. The child unconsciously opens a Stock Exchange, and deals in objective things as a broker does in stocks. The market is "bulled" or "beared," and the values fluctuate as his interests fluctuate. Nature comes to have no fixed value; is in fact regarded as a resisting tyrant from whom grudgingly is yielded, for the most part, a bare subsistence. To enhance her value Nature is formulated, catalogued, classified, and systematized after all sorts of schemes; and the command, "subdue the earth," is made to read, "subdue the earth for gain."

We shall, of course, never be able to rid the world of this attitude. The modern scientific spirit lays yearly greater stress upon it. Our civilization renders this aspect of Nature paramount. The public school has two vital truths to keep in mind in dealing with this characterization of Nature.

First. Children at an early age are utterly unable to interpret this lesson fairly. If persisted in it must result in false impressions, in entire misunderstanding of the relation of the self to its environment. The young child cannot adequately grasp the message of science. Herbert Spencer, the chiefest of sinners along this line, admits that the ornamental precedes in point of time the useful, both in the race and in the individual. Unfortunately the utility value is frequently the only value the child is ever asked to regard.

Second. The out-of-school and after-school influences all emphasize this aspect of Nature and render unnecessary the great emphasis too often placed upon it in the curriculum. The public school has a perfect right, has indeed the obligation, to take into account this tendency, and where great stress is laid by influences at work out of school, the teacher can well afford to place less stress than where such influences are not at work. The public school, it seems to me, should face problems broadly, and read its mission in the principles of the profession it fosters, rather than in the narrower demands of the money-mad clamor of an inconsiderate populace. The school must be adjusted to its own ideals; and the teacher who sacrifices principle for expediency or place is unworthy the name, and unfitted to lead trusting childhood sunward.

I do not undervalue the practical side of an education; I do not placate the study of science in our schools; I simply protest against narrowing the outlook of childhood to a single aspect of nature, and thereby putting a false bias upon his career.

The giant oak and the graceful elm may represent potentially so many feet of lumber and so many cords of wood; the waving gold of the summer grain may stir no emotion save that of physical content; the mountain stream wooed from its moss-mantled couch, moving in showers of silver and clothed with rainbows, may excite no response in the youthful beholder; but it

ought not to be so. The public school has traduced its high mission if it is so. The report of the Committee of Fifteen recognizes this tendency in elementary education, and properly raises protest in the following statement: "A child over-trained to analyze and classify shades of color—examples of this one finds occasionally in a primary school whose specialty is 'objective teaching'—might in later life visit an art gallery and make an inventory of colors without getting even a glimpse of the painting as a work of art. A parallel to this would be the mason's habit of noticing only the brick and mortar, or the stone and cement, in his inspection of the architecture, say, of Sir Christopher Wren." A further parallel was noted at the World's Fair. Two women came suddenly upon that matchless painting, the work of a late and lamented Pennsylvania genius, and the property of the honored Provost of the University of Pennsylvania, called "Breaking Home Ties." After consulting their catalogue, and ascertaining its name and author, they examined the painting critically and one remarked to the other, "Well, what old-fashioned wall paper!" To their critical but soulless gaze, one is led to apply the truth of Wordsworth, "A primrose by the river's brim, a yellow primrose was to them—and it was nothing more."

The beauty value in nature seems to me to be too much neglected in our elementary schools. "Our American life," says an eminent follower of Thoreau, "still needs, beyond all things else, the more habitual cultivation of out-door habits." These habits instead of interfering with the real work in science will give the very basis essential to good scientific work. For the formulated study of things in the High and Normal school every rational mind must plead. *But the basis for this, laid broad and deep in the early life of the child, is artistic, not scientific.* The eye that is informed and reenforced by a sympathetic heart is better prepared for true investigation than the eye that moves in obedience to a cold and calculating intellect. Professor Laurie well says, "All thinkers will now admit that up to the age of puberty at least, subjects which appeal to the senses and connect a boy with external nature ought to take precedence of all others except the vernacular language and arithmetic." The latter of these exceptions I am ready to except. But Professor Laurie stops at the parting of the way between humanism and sense-realism. He says an "undisputed thing in such a solemn way." The real point at issue is deeper. How shall the boy be connected with external nature? My contention is that the first touch should be sympathetic, not systematic; that the child loves to classify only where he first loves; that the artistic basis is the best preparation for real scientific work.

John James Audubon had his boyhood home in a cave on the banks of the Perk omen creek, in Montgomery county. I was here that his soul was filled with rap turous love for bird-life. It was this lov that led him for a quarter of a century int the secret haunts of humming-bird an oriole. First an artist, then a scientist. I was self-directed research after his ow plan, investigation prompted of love, tha made possible the growth into the firs ornithologist of America, perhaps of th world. And this is typical of the proces in each life. It is a great moment in boy's life when he first meets in the worl of things the object for which his soc yearned—when he finds the things he love and the things that link him lovingly t the great world without. A pupil of min dull and listless in his work for a year, wa finally persuaded by his teacher to stud Botany.' He did his text-book work in a indifferent and listless manner. Early i June, on a rainy afternoon, he accompanie his class to a private haunt of the orchi family. Here the boy unexpectedly foun a rare specimen, and, throwing himself upc the wet ground beside the beautiful flowe wept for joy, and between his sobs, calle alternately to his teacher and his God i his moment of supreme exaltation. Th boy found the thing he loved. He loved a its associates, and became one of the be botanists Juniata College ever produced.

It seems to me of vital importance th each child should early in life be given t opportunity to form intimate, sympathet associations with some object of nature. is not so important to determine for hi what that object shall be or what the ma ner of the association, as that some ass ciation be formed. Allow his own taste select and his own emotions to direct h nature-companionships. The boy that h never been led to be on speaking terms wi some objective thing has not taken the fir lesson in real educational progress.

I know how difficult it may seem to t city teacher to accept this proposition as practical one. But I assure you that it i eminently practical. Within convenien reach of every school-room and home in th city are priceless associations for ever child. In the words of another, every chil may be led to assert his own experience "Who could be before me, though th palace of Cæsar crack and split with em perors, while I, sitting in silence on a cli of Rhodes, watched the sun as he swung hi golden censer athwart the heavens?" Bor within sight of miles of silence, still waters and green shores, it is fatal to all great ad vance to shut this vision from the life of an child.

Every pupil should seek out and appro priate to himself some secret retreat, all hi own, where in the midst of loveliness h may lie down and enjoy. Is not, after all the secret of the country child's greate resources in the exigencies of life to b

found in the fact that such an association has been formed? The city school affords superior training. The country school in many cases produces a superior product. The companionship of free air and wide vista has developed a largeness of soul so marked that Mary Lamb reports Wordsworth as holding it "doubtful whether a dweller in town had a soul to be saved." The city school can do for the young child the highest service by aiding as far as possible in creating in each young life a special fondness for nature. The splendid work being done now in many high schools and training schools is a just recognition of the lack of this work heretofore and of the value of it to the teacher who goes into the elementary schools to quicken a like fondness in each child. The success of this work is conditioned only by the intensity of the love in the pupil teacher's heart as she approaches, in the crowning years of her training, the true formulation after scientific models of that which her soul sincerely loved from childhood. It is a wonderful experience in the child-life to plant a single seed, study its germination, its growth, its bud, its leaf, its flower, its fruit—to see in this single growth a type of the season when "frosts are slain and flowers begotten,"

"And in green underwood and cover
Blossom by blossom the spring begins.
The full stream feeds of flower of rushes,
Ripe grasses trammel a traveling foot,
The faint fresh flame of the young year flushes
From leaf to flower and flower to fruit:
And fruit and leaf are as gold and fire,
And the oat is heard above the lyre,
And the hoofed heel of a satyr crushes
The chestnut-husk at the chestnut-root."

Let educators recognize this artistic basis for true scientific work, and Boards of Control will unite with teachers and superintendent in granting the teacher the right to take, not a holiday, but a holy-day of enthusiastic and genuine educational research out under the spreading trees, along our beautiful streams, among the companionship of flowers and birds, beyond the valleys that laugh as they are covered with the gold of God, and where the shouts of His happy multitudes ring around the water-falls.

No child is sincerely fitted to pursue systematic study who has not felt a homesickness for field and forest. I count among the best experiences of my life days spent in one of the numerous nooks among the mountain fastnesses of our own grand State, where, in years agone,

Wild roved an Indian girl,
Bright Alfarata,
Where sweep the waters of
The blue Juniata.

Here I have seen the morning sun crown the tallest pine on the mountain's crest with a wreath of gold. The bird choir led the triumphal march from tree to tree, until the valley, flooded with light, hung out its leafy banners to herald the approach of day. I have seen the morning mists, purple with the tinge of vine and leaf, creep sullenly to the shadowy recesses of the spirit-haunted hills. I have seen these same shadows at eventide leap from their lair and drive the lingering light of an autumn day up the eastern slopes and hold the valley enthralled in a double darkness of night and shadow. Wandering along a mountain stream that leaps from the open sky into twilight pools, one may hear in its murmurs all the songs of human life. It sings of the meadows beyond, where a fortnight ago it slept between fern-fringed banks and dreamed of stars. Again it sings in plaintive notes a song that has in it all the remembrance of the lullaby that, half in sorrow, half in hope, leaped from my mother's lips and made my young soul yearn for the sorrowless song of Heaven. When fretted by the mountain storm it will roar a hoarse response to the crashing thunder, and defy the lightning's flash. Along its narrow channel will be found rock-barriers that forbid one's onward progress. But woo them, and they too will reveal to you, through green-curtained portals, secret haunts of rare flowers and rarer birds. Here the rhododendron veils the jagged rocks, and mantling mosses put their fingers upon the sorrowing stream that just beyond leaped from the sunlight, with a rainbow in its bosom, and woo it into silence. There is no voice here. The insect-whisperings are stilled. The soul is in Nature's holiday haunt. Here one imbibes the spirit of rest and breathes the air that Nature meant only for her own. A day in such a labyrinth of varied beauty—and such scenes are within the reach of almost every child—will enhance a thousand-fold the value of all subsequent study.

A child should be encouraged to love a tree. I recall now a grand old maple that lifts its perfect cone of green from the plains of Ohio. It is to me an object of almost human interest. Its photograph stands on my desk side by side with that of other benefactors among the teachers of my life. There is, on the campus of the grand old University of Louisiana, at Baton Rouge, a mammoth live-oak, whose perpetual crown of green has for a century been an object of instruction and of inspiration. It is, to-day, one of the most honored members of the Faculty of that institution.

Nature has a third value in education, namely her symbolic or Language value—"the revelation through type and symbol of an eternal Spirit, beheld shining through the veil of outward form by the mystic of all ages, from Plato to Carlyle." There are dreamy children in almost every school whose life-light is burning low from the lack of opportunity to exercise this vision. The scientific appeal and the artistic appeal will not touch every child. The teacher

must be conversant with this aspect of nature to awaken slumbering possibilities in some of the rarest minds of the school-room. This is the avenue through which to reach the sensitive and reflective spirit. It is the expression of the artistic impulse on the poetic as opposed to the scientific side. One finds here, in Nature's symbolisms, the influence that defies classification, and ministers through suggestion and analogy, to what we are accustomed to call the unusual and the unnatural child. I have known children to whom the objective things were mere types. They found the realities in Nature's suggestions and were delighted, in a quiet way, with occasional revelations of the things they sought. In this aspect of Nature one finds the real inspiration of the poet. It led Bryant to feel that

To him who, in the love of Nature, holds
Communion with her visible forms, she speaks
A various language.

It was under this revelation that Shakespeare found

Tongues in trees, books in running brooks,
Sermons in stones, and good in everything.

Wordsworth felt its spell and sang,

Heaven lies about us in our infancy;
Shades of the prison-house begin to close
Upon the growing boy;
But he beholds the light, and whence it flows,
He sees it in his joy;
The youth who daily from the east
Must travel, still is Nature's priest,
And by the vision splendid
Is on his way attended;
At length the man perceives it die away,
And fade into the light of common day.

With which one should compare the following lines on Childhood from Vaughn's "Retreat:"

When on some gilded cloud or flower
My gazing soul would dwell an hour,
And in those weaker glories spy
Some shadows of eternity,
Oh, how I long to travel back,
And tread again that ancient track,
From whence the enlightened spirit sees
That shady city of palm trees!
But ah! my soul with too much stay,
Is drunk, and staggers in the way.

Here, too, Byron, the restless, found peace "in mingling with the universe"—

To feel what I can ne'er express,
Yet cannot all conceal.

And Coleridge, in the presence of the snow-crested Alps, exclaims:

I gazed upon thee
Till thou, still present to the bodily sense,
Didst vanish from my thought; entranced in prayer
I worshiped the Invisible alone.

I have quoted thus at length to give emphasis and meaning to an aspect of Nature-study that too few teachers recognize the value and significance of, when it possesses the child-spirit. Still fewer teachers, I fear, regard such tendencies in the child as of any special worth. Indeed, it seems just to assert that any such yearnings are promptly suppressed, and the student is cautioned and admonished to pay attention to the more practical things of life.

Nature's fourth value—her Discipline. "The function of Nature as the great teacher, who, through the sternness of multiform law—the tenderness of multiform suggestion, moulds her child, æon after æon, into the likeness of the perfect man," is rarely recognized as of any special utility in the child life. While it does not seem reasonable to substitute the rigid economy of Nature for the equally rigid, but more purposeful and reasonable and adjustable discipline of a trained human spirit, still Nature does in many of her aspects give point and suggestion to the discipline of the growing child. He learns from her that the best things are most difficult to obtain, and is thereby encouraged and incited to greater perseverance in the trying moments of his advance. He learns too that processes unfold in sequence, and that great success at any point of advance is achieved only by carrying with him every fact and principle gathered in his earlier efforts. Thus his knowledge becomes not only clear, but also distinct; by which one is to understand that he is to master facts in a twofold manner. He is not only to see the given principle, truth or fact, as distinct from others, but he is to see it in its relations. Thus he prepares himself by clear knowledge to advance to correlated knowledge. He learns, moreover, that *values* in education are to be measured by intensity—not by extensity; that *power* results from seeing in a given compass what has heretofore escaped discovery; that *efficiency* results from seeing newer and deeper relations in old lines of inquiry, rather than in endeavoring to create a craze by proclaiming a new sort of content for educational research; and that *quasi-meaning* to a large number of concepts is infinitely inferior in every respect to richness and depth of meaning to a limited number of terms.

The function of nature is, therefore, fourfold; and gives suggestion, method and material for moulding predisposed childhood into the Scientist, the Artist, the Mystic, or the Sage. For one of these messages every normal child is specially fitted. To compel him to follow one of these lines when his entire life trends along a different one, results too often in stupidity and enervation. Here, then, is the secret of true specialization. The child should be led in his investigations along what is to him, not to the teacher, the line of least resistance. Regarding this as a centre in his educational increase, he will naturally and readily widen his area of inquiry and eventually comprehend nature in her fullness. It will

be a comprehension centered in love and in interest, and will give the child an organized and systematized outlook upon the entire field of objective facts from his self-selected centre; thus his mind will compass the same range of truth as his fellows, but it will be a distinct and individualized outlook. His personality will be recognized. His knowledge will be unique. His interest will be self-maintained. His place in the social relation will be enriched. His usefulness will be enhanced, and, what is of vital moment to him, he will come to realize more and more as his life sweeps onward to its culmination, that he has focused the realm of his knowable truths upon his own field of inquiry, he was born for a purpose. Education aided him to realize that purpose. He has learned that a man is not a complete man until he is an educated man.

The system of public education will merit and receive his life-long support and respect, and the character of his education will set at rest, forever, the wide-spread discontent with existing methods in our schools. The schools can win by their own process their entire independence.

There follow, therefore, certain truths which the teacher must come to accept and follow in the work of the school-room:

1. That every child can be reached and enthused: that, as Mr. Payne says, "every child can be educated into the consciousness of power accompanied by the consciousness of pleasure."

2. That there is a line of approach to each mind along which the labor of education is reduced to a minimum.

3. That a teacher, by the study of a child's native endowments, should be conversant with all these lines of approach; that, in short, the teacher must have realized in his own experience and training vastly more than any one child can attain in the school; and that he cannot give to the child clear and distinct knowledge unless his own knowledge has in it at least the additional elements which, for want of a better characterization, I must call the element of *adequacy*, which is understood to mean analytic beyond the analytic power of the immature mind, and which results in what may be regarded as "reserve force" in the teacher's equipment.

4. That the child unreached and unenthused is a living witness to the inefficiency and lack of breadth in the scope of the school work.

5. That by far the largest number of children are touched by the first, or commodity value of nature, and that, therefore, science must be a prominent, if not the most prominent, element in the curriculum.

6. That the life-career of the average child emphasizes this aspect of the study of Nature on the practical side.

7. That science will achieve its most perfect results where an artistic and appreciative preliminary training is given, and consequently that formal scientific work should begin in the High School and the Normal School.

8. That biological study, including laboratory work and personal investigation of objects in their natural environment, is the connecting link between the concrete and unformulated nature-study in the elementary schools and the formulæ and generalizations of the higher grades, including the College and the University.

9. And, finally, that scientific training shall be paralleled in the secondary schools by a careful and critical study and construction of language based upon Nature's models, to the end that the child's life may be linked with his natural environment broadly and richly—that humanism may rest in Nature lore for its models.

Nature will thus be given her true setting among the other elements of the content in our educational processes, and the child will grow into a living realization of the legend,

"In the midst of the light is the beautiful,
In the midst of the beautiful is the good,
In the midst of the good is God, the eternal One."

After another chorus, the Convention adjourned and the members and friends repaired to the Logan House, to discuss

THE BANQUET

tendered to the Convention by the members of the Altoona School Board, where everything was in the best form, and full justice was done to it by the visitors.

Speeches were in order, of course, and the toastmaster, President Kleffman of the School Board, said that the banquet had been arranged as a surprise. Very few of the citizens of the town knew anything of it, and none of the speakers of the evening had been forewarned that they would be called upon.

"Our Guests" was the toast replied to by Mr. B. M. Bunker. He said, "Who are our guests? They are the leaders and makers of thought, who are leading our young men and women to higher manhood and womanhood. According to our abilities we are co-laborers with you. We want you, as superintendents, to help to make the educational institutions of this state the broadest and grandest in the United States."

"The Relation of the Home to the School" was the subject of Dr. William M. Findlay's toast. This subject, he said, presents itself in a two-fold light. The child is apt to be very much what his home life is; but the teacher should also furnish an example for the life of the pupil.

"The School Teacher," by George B.

Bowers, solicitor for the School Board, was the next toast. "I have had only two years' experience in teaching school, but I regard the profession as the noblest after the ministry. The minister and the school teacher not only mould lives here, but shape destiny for the future. In my day we regarded the teacher as a power on the platform that simply demanded implicit obedience, and that was all. I believe that the school teacher is harder worked and poorer paid than any other worker in the land."

Dr. N. C. Schaeffer said that it was a case of blind obedience that brought him to this hall to-night to make a speech. Why are only statesmen and churchmen called great? Greatness does not depend on scholarship, but depends on the amount of moulding influence a man can exert. The man who may be surnamed The Great in the future may be some schoolmaster or schoolma'am possessed of this power. This banquet has so moulded me that I shall be willing next year to vote for the convention to meet in that part of Greater Pittsburg called Altoona.

Deputy Supt. Henry Houck was the next speaker. After several humorous anecdotes he spoke of his former visits to Altoona, when it was poor and small. He then said, "But now look at their prosperity, their school buildings, their teachers, and for example, the splendid body of young people who sang for us this evening. My lamented friend, Dr. Wickersham, was the man who drafted our city superintendent law, and we owe it to him that we have a body of men here this evening of whom we do not need to be ashamed. I am glad to name as a worthy successor of all our State Superintendents, our leader, who is with us this evening, Dr. N. C. Schaeffer."

Superintendent Coughlin, of Wilkesbarre, said that there was nothing that so convinced one of the progress of the nineteenth century as a visit to this city. "These school directors are contributing as much to the benefit of our schools as any others interested in school work. I think that this is one of the cities that gives its citizens every dollar's worth of their taxes."

Dr. M. G. Brumbaugh was called upon, but had to leave to catch his train.

Superintendent E. Mackey, of Butler, was the next speaker. He spoke briefly but entertainingly.

Superintendent R. K. Buehrle, of Lancaster, spoke of the necessity of providing for the education of the older pupils who have to go to work, by means of night schools.

Director A. C. Lytle said that he was much flattered by the remarks made in regard to our Mountain City, and hoped that all would go away from these meetings with some new ideas and new inspiration for work.

Superintendent McGinnes, of Steelton; Superintendent J. H. Cessna, of Logan township; Superintendent Addison Jones, of West Chester; Prof. J. B. Andrews, of Pittsburg; Superintendent John Morrow, of Allegheny, and Mr. Charles W. Scott, of Williamsport, all made short speeches, which, like all the others, were vigorously applauded.

The closing address was given by President Kleffman, after which Deputy Houck led the singing of "Auld Lang Syne," and the pleasant evening was brought to a close.

FRIDAY MORNING.

REV. J. E. Bell read the 19th Psalm and offered prayer at the opening of the session at nine o'clock, when the Superintendents and the High School pupils met in one body for the morning devotional exercises, and we again had the pleasure of hearing the music of the excellent chorus of pupils.

Dr. Schaeffer was asked to address the school. In responding he said that in view of the privileges offered to our youth in such schools as this, the pupils should not forget that the boy or girl who wastes the spring-time of life will find its higher walks practically closed against him. It is pleasant to know that there are communities where as many as 40 or 50 per cent. of the children have at least some of the advantages of high school education. He wished to direct attention to the encouragement of the pupils in the middle and at the other end of the classes. [Laughter.] The top is always taken care of; the bright and active intellects are pushed to the front, and too often glorified as if the world were made for them. And yet when you young men come, by and by, to choose partners for life, the wisest among you will estimate greatness of heart above brightness of intellect, though the mind be keen as a razor.

In the middle of the class, and lower down, there is often found a power of faith and love that makes men and women the superiors for life of those brighter intellects at the head. The German philosopher said man was one-third intellect and two-thirds will; if that be so, our success in life and our value to the world depend twice as much on the will as the intellect. You may test whether the will is developing on right lines by looking beyond the act to the motive. A child grasps an object in its little hand and at once conveys it to the mouth—that is the instinct of self-gratification, and many people unhappily do not get far beyond that, especially those to whom life is made too easy by circumstances. But let youth find an object, even if driven to it by necessity—let the will be fixed upon an end to be accomplished—and another look comes into the eye, and another element into the character; he is getting a step beyond self and momentary pleasure, upon a higher plane of effort. It is not enough to sharpen the intellect. Not long ago I stood at the point where Aaron Burr launched his boat on the memorable expedition down the Ohio: his brilliant intellect did not prevent his life being the worst of failures. In his youthful days, a tutor urged him to give his heart to the Saviour; he refused, his will passed under the domination of evil, and we know the result. The opposite is just as true, and the result as certain. Develop the will along the lines of right, and the pupil will no longer ask, in deciding upon a course of action, How will it result to myself? but, Is it right? and if the answer is yes, he will follow the right course, regardless of consequences. This is true education. The pupils who come out of our higher schools with wills controlled by right and hearts filled with love will be the leaders of the 20th century. Among you are some whose fathers have a hard time to keep above water and keep you here: see that you improve your advantages, for how much harder times will you have if you fail to secure a training equal to that of the youth of other lands. The best preparation for life in these times is a solid and symmetrical education. [Applause.]

The school was dismissed to the regular work of the day, and the Convention took up the stated programme.

Committees were appointed as follows:

On Nominations—Supts. Rupert, Morrow and Transeau.

On Resolutions—Supts. Buehrle, Coughlin and Kennedy.

LOCAL COMMITTEES ON LEGISLATION.

Dr. J. L. Snyder, of Allegheny, who was to open this discussion, was prevented from attending by duties connected with his appointment to the Agricultural College of Michigan.

Supt. Coughlin: We have a committee on legislation in the State Teachers' Association which has been of service to us, and I believe we can profitably carry our organization a step farther, by constituting local committees in every section. Then the Department at Harrisburg could procure the bills as soon as presented and printed, and send them direct or through the State Committee to these local organizations, with all information they may have as to their source, motive, and probable effect upon the school system. This would enable the local school men to bring pressure of public sentiment to bear upon their immediate representatives in time and in shape to be effective. It is often difficult, too, for the Department with all the help at hand to secure needed legislation to supplement present law; here again the local organizations would be useful, in saving much time and energy at headquarters, and thus holding up the hands of the Department. Almost every other interest is thus organized, and why not we? There are difficulties in this matter, but none that are insuperable; and in most communities there are men able and willing to give a little time and money, if they know it will do good. The Directors have organized—let the teachers do likewise. The local officers, chairman and secretary, might be appointed by a central committee representing the whole State, or by the Department.

Dr. Schaeffer: I reiterate what I said yesterday; the schools should be kept as near the people as possible. It follows that proper school legislation will be best secured by submitting all proposed changes to as many school people as possible. I have been appalled at my own ignorance of the condition of schools in certain sections of Pennsylvania, after years spent in teaching and official visiting. The book people, who are perhaps best acquainted with the situation, have the same experience. Our

system is at a disadvantage at one point, in the separation of legislative, judicial and executive functions. In some countries of Europe, and also in Canada, the ministry are responsible for all legislation, and all proposed changes are submitted to experts before enactment. We, on the other hand, legislate through committees; and a man who thinks a particular amendment to the law would help his township, may introduce a general bill, have it referred, push it through a committee, and even have it passed by one house, before any one else interested knows of its existence. In Congress they have the same experience. This makes it necessary to organize every interest—and as three Anglo-Saxons when they meet are always ready to elect each other president, secretary and treasurer respectively, this ought not to be a very difficult matter. So soon as they are properly organized, the school men will make themselves felt as others are. Only a year ago the educational press was organized, and already it is becoming a power. Let us organize, submit all legislation to the examination of the greatest number possible, and we shall be less likely to be damaged by unwise enactments. It is not always the men of greatest scholarship who are most effective in legislative matters; we can learn a lesson in selecting our men from the publishing houses, who are giants in this matter. When book agents are paid so much more than teachers, it is because they are worth it to somebody. Let us put forward our strong men.

Mr. Brown: The suggestion of local committees is a practical one. We would then have a recognized channel for the exchange of information and opinion, and would not load everything upon the State Department.

Supt. Coughlin: We want for our committees wise, capable and enthusiastic school men. We want to have a change in the towns where there are large and unwieldy school boards. Six directors chosen at large works best. We tried to get this started, but no legislator would take hold of it. Then we ought to have a provision that no district should receive more from the State than they raise by taxing themselves. We tried that, too, and nobody would touch it. We must organize to get what we want, and to prevent being burdened with what we don't want. Let us have these local committees, and then a general committee—a sort of bureau of information—at Harrisburg. The local work will be to educate the community not to reduce taxation, but to spend their money wisely and get full value for every dollar. We can then focalize our effort upon one or two things at a time, and results will come. We want to keep our representatives stirred up on these matters, that they may give us what we need and sit down on what we don't—or the people will sit down on them. [Laughter.] The final appeal is to the constituency.

"AND HE IS SIXTY YEARS OLD."

There being no disposition to further discuss the question, Supt. Conghlin said he had a painful duty to perform, in announcing to this body that Harry Houck is sixty years old to-day, though he does not seem a day older than when he was forty. If his age were measured by the fun he has had and given to us, he would be five hundred years old at least. [Laughter and applause.] There is no man in the commonwealth whose name or face is welcomed more cordially than that of Harry Houck; his warm, earnest grasp of the hand speaks of the warm heart and kindly nature back of it—he brings sunshine wherever he goes. I cannot say how much I have appreciated his companionship, and in this we are all one. I have here a little bag, containing sixty bright silver dollars, one for each bright year of his useful life, which his friends have instructed me to hand to him; and when the good wishes that go with the little gift are counted, we know he will not consider it depreciated, but appreciated currency. We hope he will receive it as given—as a symbol of our affectionate regard.

Deputy Houck: I hope there is none of my money in this bag—somebody asked me for a dollar awhile ago. [Laughter.] But seriously, friends, you ought not to have done this. Your kind words, your good-will, your friendship and sympathy through all these years, have been and are worth more than bushels of money. When I think of the many we knew whose work is done, it makes me feel old—otherwise my sixty years weigh but little, and I feel as young as when we first came to know each other. Though my work has often been imperfect, I have never lacked your support; you have given me more than I de-

served, and more than I could return. Of course there is an element of sadness in the knowledge that one is going down the other side of the hill, but with health and work there is life in the old man yet. Though I have not got rich in money, I am rich in friends; there is no corner of Pennsylvania where teachers do not come up to shake my hand and recall our old acquaintance, and their friendship is worth more than anything else. I remember well when I became county superintendent in 1859—by grace of State Superintendent Hickok—young, handsome, only twenty-three, with raven locks that were the admiration of the ladies [laughter]; and now it is only old Harry Houck. [Applause.] In 1867 my lamented friend Wickersham called me to Harrisburg, and in the years since then I have learned to know as many good people as any man now living in the State—perhaps more. [Applause.] In all our long service together, Wickersham and I never had a single unkind word. That is the kind of recollection of his friends that a man needs as he comes toward the end of his journey. Sympathy is a great thing. I remember my mother telling me that in my infancy I was the homeliest child she had, and the neighbors' sympathy helped her to bear it until the old saw was realized, and I became, as you all know, the best looking. [Laughter.] And now, friends, though I may wish your good-will had not taken this particular form, I appreciate it all the same, and on this 6th of March, 1896, as I pass my 60th milestone, I take you all into the *sanctum sanctorum* of my heart. God bless you all for your kindness all these years, as I thank you from the bottom of my heart. [Applause.]

Wm. Riddle [Lancaster]: By the kindness of your chairman, I have the privilege of a word. I am a stranger to some of you, but not to Harry Houck. We have been intimate for 30 years, and many a time in the hours of discouragement that come to us all, I have run up to see him, and always brought back a lighter heart. We have traveled many a hundred miles over Pennsylvania together; I have heard him speak to thousands of teachers, and never saw him fail to rouse to enthusiasm even the coldest communities. The money value of our little remembrance is trifling, and he will give it all away to his friends—I am going along down with him to Harrisburg [laughter]—but the good-will that goes with it cannot be measured.

Supt. Morrow: I guess I had better go eastward too. [Laughter]. I am getting along toward the sixty also, and have known our friend as long as any of you. Thirty years ago, and from then to now, he has been *our* Harry Houck. [Applause.] Everywhere he goes he is recognized as one of our most popular and eloquent school men, whom all delight to honor.

A recess was taken for hand-shaking and congratulation, after which the committee reported the following nominations, which were confirmed as

OFFICERS FOR NEXT YEAR.

President—Supt. L. E. McGinnes, Steelton.

Vice-President—Supt. Matilda S. Booz, Bristol.

Secretary—Supt. N. P. Kinsley, Franklin.

Treasurer—Supt. C. F. Foster, Chester,

Executive Committee—Supts. Harman, Gotwals and Richey.

Supt. Morrow reported as Treasurer. He had received from Supt. Foster a balance of $6.75; the receipts at this meeting were $9.50; expenditures, $10.46. He asked for permission to procure a book to enter the accounts, which was given.

The fixing of the time for next year's session at Harrisburg was left in the hands of the Executive Committee.

Supt. D. A. Harman, of Hazleton, then read the following paper on

DUTIES OF SUPERINTENDENT AS TO ELECTION OF TEACHERS.

The statutes of our Commonwealth place the election of teachers entirely with the School Controllers or Directors in the following language: "They shall have the appointment of all the teachers of common schools in the district and fix the amount of teachers' salaries."

The wisdom of this law may well be doubted, and a discussion of the question by this, or a similar body, should prove both interesting and profitable. Probably in no way is the thoroughly successful administration of a system of schools so handicapped as in the election of persons unfitted and unprepared for the responsible duties of teacher. Modern buildings, perfectly heated and ventilated and lighted, and furnished with the latest desks and most approved apparatus; free text books, well selected libraries, carefully graded schools, and scientifically correct courses of study, all

of these are helpful, and in a certain sense necessary in getting the best results in the education of children; but without a capable teacher the best means will avail nothing.

It is a surprising fact, and a sad truth, that Directors will sometimes spend most liberally upon buildings, apparatus, books and teachers, and yet place in charge of some of their schools inexperienced boys and girls, and unsuccessful men and women, thus dooming their schools to mediocrity, notwithstanding the almost lavish use of money and an apparent desire for the success of the schools. We have all known men who gave unstintingly of time snatched from already overburdened lives, who courageously braved the most bitter and slanderous criticism in their determination to provide comfortable and hygienic buildings, pleasant school-rooms and suitable furniture, and in their advocacy of fair salaries and long terms; and yet, when the question of the selection of teachers confronted them, they nullified to a great extent the good work already accomplished by electing persons of inferior ability.

How is this action to be accounted for? They have proved their interest in the schools, and their fearlessness of unjust criticism, so that it is not fair to charge them with favoritism or indifference. Is it not rather a mistaken notion, deeply rooted and firmly believed, that any person with sufficient literary attainment and of good moral character is able to teach school, provided he can so manage the boys and girls that the school does not become notorious for its lack of discipline? I am not surprised that many excellent Directors take this view of the teacher's function when they first come upon our Boards, for they have not given the matter careful thought; but it seems to me that the superintendent has been derelict in duty, or else fails in one very important function of his office, if a majority of his Board maintains that view after years of association with him and frequent consultations upon educational matters.

In an article entitled "The School as a Centre," Horace Scudder points out the fact that it was by the energy and determination of two thoughtful and capable men—one a Superintendent, the other a School Director or Trustee—that the name of a comparatively obscure town was made famous for its advanced methods in educational work, so that men and women from all parts of the nation made pilgrimages to Quincy to observe for themselves what was being done in their schools. Scores of similar instances of the power of well qualified and courageous superintendents demonstrate the fact that they may have great power with their Boards of Education. Moreover, the attitude of the people is changing towards education, and consequently towards the public schools.

Statesmen are beginning to realize that the future welfare of the nation depends largely upon the training that the youth receive, and hence they are enacting laws and favoring appropriations that foster and encourage public means of education from the kindergarten to the college. The masses, also, are delegating the management of the schools more and more to their representatives and they in turn to the superintendents, principals and teachers, so that it is not unusual in late years to hear of Boards of Controllers who depend almost entirely upon the advice of their Superintendent in the matter of selection of teachers, while others at least pay him the courtesy of listening to his suggestions, and still others act merely as a confirming power to his nominations. I know there are still men, and whole Boards too, who resent, at first, any suggestions from the Superintendent concerning the selection of teachers, which they regard as their prerogative wholly; but unless that feeling is overcome to the extent at least of consulting the Superintendent upon this most important of all school affairs, his influence is not such as will insure complete success to the schools of his city—for without the skillful teacher there can be no good results, no matter what other conditions of success may be present. If this be true, and I think no one will attempt to refute the assertion, it certainly is fitting that this convention should carefully consider what may and should be done to bring about the proper attitude of mind in School Boards concerning the election of suitable persons as teachers.

I have said that the law of the Commonwealth places the election of teachers entirely in the hands of the Directors, and upon first thought the Superintendent might be justified in saying that unless his opinion is requested, he will leave the matter just where the law has apparently put it, and thus relieve himself of what often proves a very unpleasant responsibility. Let us, however, briefly examine the different acts relating to the duties of a Superintendent of Schools and see whether conscientiously he can fail to exercise his influence in favor of the selection of only the best teachers; nay, whether it is not a solemn duty that officially he shall keep his Board so thoroughly informed, that, if they elect incompetent persons as teachers, they do so against his judgment and advice? In the act creating the office of City Superintendent, his oath of office and duties are declared to be similar to those of County Superintendent. By a reference to the proper sections of different acts, these duties among others are named: first, he is oath-bound to perform all his duties, honestly, impartially, diligently, and according to law, to the best of his skill and ability; the "impartially" certainly implies a comparison of success among teachers and report to the proper authorities; second, section 209 of the School Laws and Decisions of Pennsylvania, 1894, makes it his duty to observe methods of instruction and to give such directions in the art of

teaching as shall be deemed expedient and necessary, so that each school shall be equal to the grade for which it was established. Suppose the teachers do not carry out his instructions "so that each school shall be equal to the grade for which it was established"—what then? Is there not a very plain duty implied? In case of teachers who hold provisional certificates he has, it is true, a remedy in his own hands; but who is to correct the delinquency of teachers holding permanent permits to teach within the district? Who, in closely supervised cities and towns, knows as well as the Superintendent which is the successful and which the unsuccessful teacher? And if he does not make official reports, how can he excuse himself if these incapable and sometimes insubordinate teachers are retained year after year? Section 210 does not imply, but prescribes with a "shall" the duty of the Superintendent in the case of incompetent teachers, making it incumbent upon him to notify them of such incompetency.

A fourth and last duty that I shall name, is contained in the 211th and other sections, and relates to the issuing of certificates. Here the Superintendent's authority is almost absolute, not only in the granting of provisional certificates, but in the recommendation of teachers for permanent certificates or State Normal diplomas. After he has signed unconditionally such a recommendation, he cannot consistently refuse to accept the holder as one of his own corps. A rather peculiar contradiction appears in the provisions of some school manuals, where under the "Duties of the Superintendent" it is specified that he shall at stated times report the condition of the schools, the success of the teachers, etc., and yet at the following election of teachers these same Boards ignore the recommendations of their Superintendent and apparently forget all that he has reported during the year; it seems to be a case of "You've got to, but we'd rather you wouldn't." It is not necessary, however, Mr. President, to prove to this body of intelligent and devoted school men that their duty is found in the statutes of the Commonwealth; their appreciation of the responsibilities of their office and their loyalty to the schools over which they preside are sufficient to lead them to discover their duty even though it were not "so nominated in the bond." The trouble does not lie with their apprehension of duty, but with Directors, who while clinging to what they are pleased to call their prerogatives, resent as an intrusion upon their rights the suggestions of their Superintendent regarding the selection of teachers. The argument above has been made, not to convince Superintendents that they have a duty in this matter, but to prove that the law recognizes that duty, and that they are not, therefore, presuming when they offer advice concerning the election of teachers. The question then is, How shall we perform this duty without giving unnecessary offense, and thus endanger the success of the very objects about which we are most deeply concerned? I say "unnecessary offense," for I believe that it is practically impossible for a Superintendent to do his whole duty towards his schools without bringing into active opposition to himself and his plans some of the community, and most frequently just that portion who would be most benefited by the successful outcome of his efforts.

First: The Superintendent himself must have a proper conception of the ideal teacher. What is your ideal? Is it the teacher who has the quietest school during programme hours; the best marching to and from the class and through the halls; the neatest papers, and the highest averages in your examinations; the one who is a thorough master of the subjects to be taught, and has a perfect acquaintance with the best methods of imparting instruction, and a complete understanding of the laws of the growth of mind? Do all these qualities combined make the successful teacher? Suppose that we add to these accomplishments beauty of form, grace of carriage, a spotless reputation, and enviable moral character. Are you satisfied now with your ideal teacher? A woman may be possessed of all these attributes, and yet prove a most unfortunate failure. Soul in the work, a love for children—faith in them and in God—these elements must be found in the ideal teacher. Other attainments she may and ought to have, these spiritual gifts she must have. With those she may apparently succeed, and yet in truth fail most lamentably. With these her work cannot be a failure, though she lack as greatly in management as did Pestalozzi, or in learning and professional knowledge as did some of those earlier teachers of our boyhood days, whose interest in us, and love for us, inspired us as no others were able to do.

Second: He must learn to know his teachers. This can be accomplished only by frequent visitations, thoughtful examinations of their schools, occasional grade meetings, and quiet, but close, observations of their personal actions and those of their pupils. When the number of teachers is too great for this individual scrutiny, it must be done by assistants, and reports made from time to time that will enable the Superintendent to give attention to special teachers. He cannot depend upon the inspection of examination papers sent to his office, and an occasional visit to the school-room. That plan may answer in the shop where the master mechanic may judge the workman from the finished object, the product of the individual's manual skill. But the teacher's influence over immortal mind, and her power to model character, cannot be estimated in that way.

In the third place, his conception of the real teacher and of her value must to a large

extent be shared by a majority of his School Controllers. I have intimated that two opinions prevail among Boards—one that the selection of teachers is theirs by law, and, jealous of their prerogatives and patronage, they resent as an intrusion any attempt to inform them upon the merits of applicants; another, and I am convinced the more general, opinion is that where the responsibility is there the power, as far as practicable, should be. Boards who hold this opinion believe in the "co-operative principle of mutual counsel," and labor with their Superintendent in every detail of school work for the good of the common cause. In either case, the Superintendent must have, as I have just indicated, a clear conception of the elements that constitute a first-class teacher and a thorough knowledge of his own corps. If then the majority of his School Board consists of men who believe that the proper supervision of the schools rests with the Superintendent, and that in order to accomplish the best results his advice upon the selection of teachers should be obtained, his duty will be simple; if, however, the Board ignores him in this matter, he still has duties regarding it, by virtue of his office, as we have learned earlier in this paper, and he must perform them just as conscientiously as though his opinions were desired. Probably the best and the most permanent results can be secured by the performance of these duties indirectly.

1. Every school board should have a teachers' committee who should constitute, an advisory council to the Superintendent and whose duty it should be to consider all questions relating to teachers and their work and to make such reports and suggestions to the Board from time to time as in their judgment are necessary. Such a committee would feel an enlarged responsibility, and will give more careful thought to the characteristics of the good teacher and, from their more intimate relations with the Superintendeut, will come to realize that he has a professional knowledge concerning teachers and school matters in general that they cannot be expected to have; and they will learn therefore to respect his opinion and to seek his advice, just as men do in any of the other learned professions. All reports concerning matters over which this committee has jurisdiction will be reported to the Board by their chairman, and supported by the precedent of treating committees with consideration; coupled with the fact that the suggestions came from within the Board, their reports will many times receive favorable consideration when the same suggestions, if made by the Superintendent, would be tabled.

2. A series of meetings of Teachers and Directors should be planned for each term. Among the subjects discussed at such times would be: Hindrances to success in the school-room; the value of professional training; the ideal teacher; the ideal Superintendent; the ideal School Board; responsibility honors the profession; is teaching a profession? etc.

3. Monthly reports by the Superintendent to his board in which he not only reports his official actions and the general condition of the schools, but in which he pursues a definite course, designed to be educative as to what constitutes a first-class school, in discipline, in methods, and in results.

4. An annual report embracing not only the success or the failure along certain lines, but pointing out definitely and emphasizing the causes thereof in language that cannot be misunderstood, and following it up by timely suggestions and a classification of the teachers of the current year. The results that follow such a course, carefully planned and skillfully executed, are evident.

5. A training class, in order to prepare for teaching high school girls who cannot or will not take a Normal Course, but who succeed in having themselves elected as substitutes and presently, upon the strength of service as such, claim a right to election as teachers.

In the first place, the Directors get new and better views of the teacher's work. They begin to learn the difference between a first-class teacher and one who is partially successful. We seldom have trouble convincing a Board that certain teachers are absolute failures. The community usually discovers that in time to confirm the Superintendent's report. But the greatest hindrance in the adminjstration of school affairs is the mediocre teacher, the one who, because she does not fail absolutely, is retained year after year through influence of some kind, to the detriment of every school to which she is assigned. When directors learn, as I have said, the difference between a wide-awake, earnest, efficient teacher and one who is unskillful, unwilling, and spiritless, they become more discerning of their own corps, and are ready to take cues from the monthly reports of the Superintendent, and to stand by him at the end of the year when teachers are to be elected and salaries are to be fixed. Another very important fact will become evident as the educative process continues, and that is, that no person is fit to take charge of a school who has not had professional training. When, therefore, the "Committee on Teachers' recommends a clause in the school manual stating that no person shall be appointed teacher who has not had successful experience or professional training, they will have a hearty support in its adoption, and then after girls can take their choice between a Normal course and a year or more in the City Training School.

There is still another desirable result that must follow a plan similar to the one outlined. Directors will learn that the Superintendent and teachers agree upon this subject—that the opinions of the majority of

the corps coincide with his as to the requirements of the truly successful teacher. From the discussions that are carried on, they will glean the truth that where incapable teachers are sandwiched in here and there in the different grades, the efficiency of the entire system is impaired. This conclusion enlightens the Board upon matters that are reported by the Superintendent at their stated meetings, and reinforces his arguments made at that time.

Another result that will surely follow, and that is closely allied to the selection of teachers, will be the submission of the placing of teachers and the gradation of their salaries to the Superintendent and the Teachers' Committee. This is a responsibility that no Superintendent seeks; but it enables him to do more for his schools than any other power delegated to him, original selection excepted. Successful teachers are rewarded by increased salaries, the indifferent and incapable learn in a painful way that their shortcomings are noticed. Faithful, but hitherto unsuccessful, teachers are given an opportunity in different grades, and all are placed where they can do the best work and are remunerated according to results, irrespective of the grade in which they teach. Lastly, systematic effort upon the part of the Superintendent to do his whole duty in the matter of securing the best teachers for his schools, will beget confidence in him upon the part of the majority of his Board. They realize more and more that the management of schools is a business that requires professional knowledge and executive ability; and while they may rank high in their own vocation, yet there are many reasons why they should submit many phases of the school question entirely to their Superintendent, and should consult him in all, and this, too, without any more discredit to themselves than it would be to seek the advice of an architeet upon the plan of a new building, or of a lawyer upon the legality of a contract upon which they are about to enter.

But the Superintendent has not met his obligations fully if he has done nothing more than to exercise his influence in these indirect ways. An element in every true man's character is that of the courage of his convictions. There are times when loyalty to the best interests of the schools under his supervision requires him to take a stand against the employment of persons he knows are incapable, and, by all the persuasive powers at his command, he must appeal to the Board to refuse them election. Usually such a course is unnecessary, and it is never politic; but when the choice is between policy and positive right, there is only one course for him to pursue. He may, and probably will, be misunderstood and misrepresented; but there are some things that he dare not leave unsaid when the efficiency of the schools is jeopardized and the welfare of the fifty or more precious boys and girls is imperiled.

In my judgment, the duty of the Superintendent ends with his earnest support of the most successful teachers and an equally earnest effort against inferior ones. He is never justified in resorting to the arts of the political trickster to secure the defeat of any person, no matter how incompetent she may be. The law has placed the selection in the hands of the School Board, and with them must rest the responsibility after the Superintendent has given them all the information concerning her that he has in his possession. If, however, he has faithfully kept the Board informed during the year, it is not probable that his Committee on Teachers will recommend an incapable teacher for re-election without at least embodying his objections. If they do not, his duty extends no further, as I have already said, than to appeal to the Directors in open Board meeting to reject her.

The truth is, however, the teaching force of our communities is improving each year; and if Superintendents exercise the same degree of earnestness and devotion to the improvement of their corps that they expect their teachers to exhibit in the school-room, there will presently be but two classes of teachers — excellent and poor — found in graded schools, and the latter class will be dropped as fast as their inefficiency has been proved. This assertion seems radical, but I believe that the more consideration you give the subject assigned me by your Executive Committee, the more ready you will be to acknowledge its truth.

Let me hastily summarize the contents of my paper: First, I have emphasized the importance of good teachers; second, I have noted the fact that otherwise good Directors sometimes make mistakes, principally because they have a wrong conception of the successful teacher; third, I have pointed out the fact that the remedy lies largely in the hands of the Superintendent; fourth, a change is taking place in the attitude of the public towards the controlling power of the schools, the management thereof being placed more and more in the hands of experts; fifth, although the law puts the election of the teachers absolutely in the hands of Directors, yet the Superintendent has a serious duty to perform; sixth, I have made a number of suggestions as to how he may meet these obligations, arguing first that he must have a proper conception of the ideal teacher; second, he must know his corps; and third, must plan means for educating his Board to an equally high conception of the thoroughly successful teacher; seventh, if indirect means are not sufficient, then he must make direct appeals, for the sake of the interests that have been committed to his care.

In conclusion, I desire to say that I have great faith in the future of the public schools, and a high estimate of the Superintendent's office. I believe that more and more the management of the schools will

come under his control, and if he meets that responsibility as he should, higher honor awaits the office, and great good will come to the schools and to the nation.

An educator who himself has had high honor in various phases of public school work has said, "The Superintendent who conscientiously discharges his duty, taking upon himself the powers delegated to him by the Board of Education, and at the same time coming right alongside the teacher with his warm heart and his enlarged views and his extended experience, ought to be the nearest and dearest friend to the whole American people."

What higher satisfaction can any man have than the knowledge that he has been instrumental in elevating the standard of intelligence and morality, and by his touch with the public in general and the youth of the land in particular, has won the confidence and the esteem of those whom he has endeavored to serve?

Supt. Rupert opened the discussion of the paper: Stanley Hall says "the power of appointment and removal (of teachers) should be in competent and responsible hands," and "school boards should be selected at large." Presumably the hands meant are those of the Superintendent. I am not prepared to advocate that, and do not consider it in the line of keeping the schools close to the people. Our legal duties touch this matter at one point only—in granting certificates. If we will not or do not reach it there, we have no other duty in this connection. Where a teacher is a failure, the power of removal is now in our hands, by refusing to certify. We have had a teachers' committee of our Board too short a time to speak of results. While a superintendent may not get every teacher he wants, and will get some he does not want; while wrong promotions are sometimes made, and salaries unsatisfactorily graded; still with a good committee backing the executive officer, you will secure pretty good teaching force. Even if the power of appointment and removal were given to Superintendents, the Board in fixing salaries could freeze out anybody they chose. If you can get Directors to visit schools with you (and that is difficult with busy men), take them first to a very good school, where children are reading after five months' schooling; then go straight to a very poor school, and let them see the contrast between good and poor work. A man who cannot see that, will not see anything.

Supt. Coughlin: Since everything depends upon competent teachers, the appointing power must be educated up to the importance of selection with reference to the fundamental principle that the schools are for the children. If all is left in the hands of the Superintendent, everything will depend upon the character of the man, and usually his action will be largely conditioned by the views of those who appoint him. So if reform is to be secured, we must go back at least to the people who elect the Directors. Let any Board of Directors publish to their constituents that they have determined to secure the best teachers, if they have to get them from California, and on that platform they mean to stand or fall—and they will stand. The best schools in the county over whose educational interests I once presided, were in districts where home applicants received no preference except by reason of acknowledged power, ability and character. Many Directors would be glad to get away from the pressure brought upon them; but it takes manhood to stand up against a rule that requires preference to be given to "our own graduates," and to those of '90 over those of 91. If they must be our graduates, at least let us have the best of them. We want to get the people to stand by the Directors who will do what is right. You all know that it is the most progressive Director who is likely to have the hardest struggle to keep his official head on; their opponents call their enlightened liberality a "waste of the people's money" and they are turned down or retained by a small margin. The Superintendent will do better by educating the appointing power than by becoming such himself. Remember the schools are for the children, and we want them to receive value for every dollar expended, which we cannot get unless we have good teachers.

Principal J. D. Anderson, of Wilkinsburg, was invited to give the experience of his town in this matter. He said Formerly the Board selected teachers much as the early Romans did their wives; they met, grabbed as many as they wanted, and brought them in. Of course there were failures, who spent one year in the district, when the process was repeated. By way of remedy, a committee of one member from each ward, with the superintendent, were charged with the duty of selecting and reporting upon teachers. We now employ no inexperienced teachers, the salaries are

etter, and we bring talent from elsewhere r make present employers pay more to eep their good teachers. When a teacher pplies, we visit her school (our committeemen have come as far as Altoona), nd see her work. When we find those or whose work we are willing to be reponsible, we report to the Board—the pplicant sees none of the Board except he committeemen. That we get better eachers is seen from our having not a ingle failure this year or last. The ear when the committee was first appointed, we reported 7 in order of merit, eeding 5 teachers; the Board elected one of our set, and turned down the rest. Next year we refused to serve on the committee unless our recommendation meant something; upon assurance given, we handed in five names, four were elected and one turned down; our four were successful and the fifth was dismissed after two months' trial. The following ear and for the last two years the lists repared by committee were adopted ithout opposition; and it would hardly e possible to change the sytem now, nless to place the responsibility on till fewer shoulders. In the smaller istricts one man could do it. The Directors should look after the superintendent, and he after the teachers. "Never eep a dog and bark yourself." The School Board should not keep a principal nd then do his work themselves. We ave made another innovation: we base he salaries not on the certificate, nor on xperience, nor on the grade in which he teacher is employed—we pay each eacher what we believe that teacher is orth, in whatever grade. No attention s paid to anything but qualification—riendship, religion and politics are exluded. We are very fortunate in our Directors; four or five of them are college graduates, some have been teachers; ey understand their business, and admit no foreign influence. So we get etter teachers, and of course better chools and more rapid progress.

Supt. Rupert: Stanley Hall in the *tlantic* gives some figures as to the proortion of teachers selected under "improper influences." New England is redited with 9 per cent., New Jersey 33, elaware 40, Pennsylvania 50. The figres are claimed to be furnished by Superitendents and teachers. If this be true, ey are starting on a good line in Wilinsburg, and we should all try to follow. The idea of paying teachers what they are worth is common sense; some primary teachers are worth more than most of those in the grades above them, and are paid less. That is another promising innovation.

Supt. Buehrle: How does Dr. Hall or anybody else get such figures? Who that is here has reported on these questions? [Three hands up.] Only three—that is a small basis to make percentages. This kind of thing is a misrepresentation of our cities as I know them. My experience of educational statistics made in New England is that it is pretty safe to consider them wrong until they are proved to be right. [Laughter.] There will no doubt be improper influences everywhere until the millennium, but in no such proportion as has been given. Exceptional places may do as Wilkinsburg has done, but it is impracticable in most large towns.

Supt. Morrow: Of course the wide difference in size of cities conditions this question. About the figures: Stanley Hall sent out blanks to all of us, and among the questions was one concerning the improper influences. I suppose he had more than three answers from those present, but not every man cares to hold up his hand and be reported back to his Directors as authority for the 50 per cent. figures. All of us know that corrupt influences are brought to bear upon the selection of teachers. I like to hear Brother Coughlin talk about educating the people; but we have been trying that with regard to intemperance and other vices, and they are with us still. Any man may run for School Director, and if he can get his neighbors to put him in office, by and by a daughter or niece bobs up serenely as an applicant. Other members of the Board have similar interests, and they combine for mutual support, and the "sisters, cousins and aunts" are duly elected; and once in, such Directors and teachers are about as hard to get out as original sin, or at least as the vices I just mentioned. Mr. Anderson's plan can be carried out in a small district, of course, since he has done it; but it would be impossible in a city of four or five hundred teachers, with Directors who look entirely to making political capital.

Supt. Keith: I received the Hall circular, but do not remember filling this blank. The larger your town, the greater the difficulties, as has been well shown.

Dr. Balliet used to say we would always have with us the poor—teachers. In a small place, with a strong Board, you can weed them out like Prof. Anderson; but in larger towns you will always have some, and can only try to keep the number at the minimum.

Supt. Harman: The Convention has done what I almost did—gone into the question of what powers should be given to the Superintendent. The question is, what *are* our duties, as now situated? The law of course gives us no right after the certificate is granted, and we can only use our influence with our Boards or committees. Where our advice is followed, it is a high honor coupled with a grave responsibility.

The Convention adjourned, to hold the closing session in the parlors of the Logan House at 2 p. m.

FRIDAY AFTERNOON.

TWO o'clock found quite a respectable number gathered in the parlors. Several members had left, and one or two had come in. In the absence of Supts. Hockenberry and Benson, discussion of

WHAT AND HOW MUCH SHALL BE TAUGHT IN THE PUBLIC SCHOOLS?

was opened by Supt. John C. Kendall, of Homestead. He said:

What and how much should be taught in the Public Schools? is the great school problem of to-day. The ultra-conservative friends of the schools argue against the enrichment of the course of study. The friends of the New Education are liberal in the admission of new studies, and open the doors to all that wish to be admitted. The Committee of Fifteen proposed sixteen branches, including Latin, Algebra, General History and Manual Training. And are we yet ready to stop? I fear not. Other branches are waiting to be admitted, such as Military Science, Patriotism, Agriculture, etc. I do not advocate a narrow course of study; but with twenty-five years' experience in the school-room as teacher and Superintendent, I have learned that my patrons demand that reading, writing, arithmetic, and spelling be well taught—let me add, better taught than in my early years as teacher, or in my pupil school days. The business world in all its varied phases demands a knowledge of the above-named branches. Are they well taught? I fear not in the New Education. The pupil is supposed to be thirteen or fourteen years old when he finishes the course proposed by the Committee of Fifteen. With the time reduced two years and the number of branches trebled, smattering work must be done somewhere.

For the better teaching of the essential branches of the primary school course, Elementary History should be introduced in the third year of the pupil's life in school; nature study throughout the course, and simple algebra the last year of school, if the pupil's ability in arithmetic warrant the same.

The greatest factor in the school is interest, and the teacher who can create interest is the ideal teacher. Without interest the school is negative in its operations.

Observation is the basis of all knowledge; this being true, nothing can take the place of nature study, at least in the pupil's earlier school years. Teach the pupil the beauties of nature study when he enters school, and lead him step by step until he becomes enraptured by that which God designed for his use and pleasure. He will have higher ideals, and will be a friend and protector to all animal life, even the meanest worm that crawls beneath his feet. Is it a wonder that so many of our writers of poetry and prose have selected themes from nature? If it was an inspiration to them, have we a right to withhold its benefits from the child? Surely not. Geography, language, spelling, and history, are enriched by it; but its greatest value lies in forming correct reading habits. Every teacher should ask himself, Do I so teach that my pupils acquire a love of reading that which will make them intelligent men and women?

Another study that should be early introduced is elementary history. Pupils may use the simple text in the third year of school, if able to read in a Third Reader. The text should be easy of comprehension and based on biography. Children love to read the deeds of heroes and great men. They will repeat these to their parents, and you will surely have the parents' approbation for teaching it.

For the first three years geography should be taught in connection with nature study. About the tenth year the pupil is prepared to use the Elementary Geography, and with this knowledge of elementary science and history can do effective work. He should be taught to make and use good relief maps (putty and pulp, etc.), to readily sketch the maps under discussion, and read or have read to him some good book pertaining to the geography under discussion.

Supt. Gotwals: Seeing how new things are pressed upon us, the question should rather read, What shall we *not* teach in the public schools? Already crowded for time and scarcely able to give proper attention to what we have, hardly able to spare ten minutes a day to a physical culture teacher, how shall we get in

more? Extra branches mean further division of time, at the expense of the branches required by law. Much attention should be given to reading, especially in the lower grades. We were rather weak in spelling, but are improving now. We are considering whether to put algebra into the eighth year, but will not have geometry below the high school. Next to reading, it is necessary to send out the pupils who leave school early with the ability to use numbers rapidly and correctly.

Supt. Buehrle: What is on the certificate must be taught—the rest goes in as padding, by injection, combination, correlation, or what not. There are several questions worth thinking about. Earle says it is "time to stop teaching spelling." In 1875 Dr. March advocated a reform in spelling before the State Association, to save useless labor. Spelling and pronunciation are getting further apart every year. If anything is to be done to help us, it must come from the teachers and superintendents. Are we doing it? Another question—Is it wise to require all the grammar schools in a city to pursue a uniform course? Could we adapt one school to those who will prepare for college, another for business? Should we not begin languages earlier? Are the Committee of Fifteen right on the earlier introduction of algebra? By differentiating the grammar schools as suggested, parents could have the option of starting their children earlier on the lines they wish them to follow.

Mr. J. D. Pyott: I trust, gentlemen, that you will do nothing to place additional stress on the abomination called English spelling. Why must our children be punished as we have been, in wearily acquiring a knowledge that is not worth having, and which will be worse than useless when the reform comes that *must* come by and by? I remember the caustic criticism of Dr. Haldeman, who will be conceded to be authority, upon those who think reform would involve loss in the direction of etymology. If he did not know, who does? The reform is coming—slowly, to be sure, but surely, despite the "back-number" conservatives, who forgot that the English spelling of a couple of centuries back is almost untranslatable now, as ours will be a century or two hence. The "five rules" are a short step in advance—can we not agree upon so much?

Supt. Buehrle: It is true there is not, and has not been for generations, any standard of English spelling—it is a mistake to teach people to the contrary.

Prof. Fisher: One of our merchants advertised for a shipping clerk. He had 228 applicants for the place, only five of which were considered, and the one selected owed his good fortune to his accurate spelling. In about 100 cases the spelling was as poor as I ever saw. We are not likely to suffer from too much spelling in that district. As to the higher course, it should be shaped with reference to the environment, and not mechanically uniform all over the State. But down at the foundation let us teach our pupils to spell, read and write *well*—don't hurry about the ciphering, which will take care of itself by and by. About the nature study, I think you will find by watching some of the so-called "experts," more or less clap-trap and humbug masquerading under that name.

RESOLUTIONS.

The Committee on Resolutions made their report, which was adopted as read:

Resolved, That the thanks of this convention are due and they are hereby tendered to the Board of School Directors of the city of Altoona, for their cordial reception of us and the generous provision made for our place of meeting and entertainment.

Resolved, That our thanks are due and are hereby expressed to the local press for the full reports made of the proceedings of our convention, and to *The Pennsylvania School Journal* for interest manifested to obtain full and accurate reports for publication in its columns.

Resolved, That this convention heartily recommends to teachers, directors and other friends of education to organize in such manner as shall promote wise and prevent unwise legislation pertaining to or affecting the public schools.

Resolved, That this convention recommends the more general study of nature as a subject of instruction in the public schools.

Resolved, That this convention earnestly recommends the enacting of such laws as may be necessary to enable boards of directors to establish manual training schools.

Resolved, That the State Superintendent of Public Instruction appoint two persons in each legislative district in the commonwealth, one as secretary, the other chairman; these two persons to select three others, to serve with them as a legislative committee, whose duty it shall be to promote wise legislation, to exercise a potent influence against the passage of unwise laws and otherwise co-operate with the central State committees to further educational interests.

On motion of Supt. Keith, it was agreed that where local committees on

legislation have already been appointed, such action be ratified.

SPELLING REFORM.

Supt. Buehrle moved the adoption of the following resolution:

Resolved, That it is the sense of this Association that every effort should be made to bring into more general use the spelling of words according to the five rules recommended by the American Philological Association, and that we suggest to all publishers of dictionaries the giving of alternative spellings in accordance herewith.

Supt. Keith: That is right; let us have a dictionary with a choice of spellings.

Mr. Pyott: Give us that, and in 25 years only antiquarians will know there ever was such disgusting spelling as ours.

Dr. Schaeffer: There is something in that, and the argument in favor of phonetic spelling is sound. I have no quarrel with these gentlemen's theory, but I do not see the way to reach the practice for a while yet. The double-spelling dictionary would take us there, but who will publish it?

Supt. Rupert: It seems to me the position of the spelling reform gentlemen is impregnable; what they ask ought to be done, and we ought to give it our recommendation.

The resolution was then adopted.

After some discussion, the next executive committee were instructed to prepare the usual two days programme for next meeting.

Dr. Schaeffer collected the opinions of the Superintendents relative to calling a convention of city and county officers next year. He had not decided either way, and would give timely notice if the body was to assemble.

The convention then adjourned to meet at the call of the Executive Committee.

The members and visitors in attendance were the following:

Superintendents: John Morrow, Allegheny; D. S. Keith, Altoona; J. M. Reed, Beaver Falls; John S. Keefer, Braddock; Ebenezer Mackey, Butler; N. P. Kinsley, Franklin; David A. Harman, Hazleton; John C. Kendall, Homestead; William M. Benson, Huntingdon; R. K. Buehrle, Lancaster; John A. Robb, Lock Haven; H. H. Weber, Middletown; Lewis A. Beardsley, Milton; Samuel H. Dean, Mount Carmel; J. B. Richey, New Brighton; Thomas F. Kane, New Castle; Joseph K. Gotwals, Norristown; George J. Luckey, Pittsburg; William W. Rupert, Pottstown; William F. Harpel, Shamokin; L. E. McGinnes, Steelton; C. E. Kauffman, Tyrone; Addison Jones, West Chester; Jas. M. Coughlin, Wilkes-Barre; Samuel Transeau, Williamsport.

Visitors: Rev. J. H. McGarrah, Altoona; Principal F. H. Shaw, Greensburg; Mr. John Kinsell, Altoona; Prof. John H. Cessna, Logan township, Blair county; Prof. Wood, Altoona High School; Messrs. Samuel Andrews and J. M. Logan, Pittsburg; Principal Archibald Powell, Latrobe; Principal J. D. Anderson, Wilkinsburg.

EDITORIAL DEPARTMENT.

ARBOR DAY PROCLAMATION.

In the name and by the authority of the Commonwealth of Pennsylvania:

A PROCLAMATION.

The General Assembly by Joint Resolution, approved March 17, 1885, and again by Resoluiion approved March 30, 1887, requested the Governor of this Commonwealth to appoint annually a day to be designated as "Arbor Day," and to recommend by Proclamation to the people on the day named the planting of trees and shrubbery in public school grounds and along the public highways throughout the State.

Although Pennsylvania was once wholly covered with a dense growth of valuable timber, to-day scarcely one-fourth of that area remains, and the supply has fallen off to such an extent that the Commonwealth is unable to produce the timber required for its own inhabitants.

Of the regions which, when timbered, were a source of wealth to their owners and to the State, not less than two million five hundred thousand acres are unfit for agricultnral purposes. Most of this vast area has little or no mineral wealth, and is now an unsightly and practically abandoned territory. Fires sweep over it year after year, destroying the younger growth and burning out the fertility of the soil, and this vast territory is passing into the condition of a desert, becoming poorer each successive year. It is not only possible, but practicable, to restore the forests upon these desert wastes, which would be producing a crop of great value to our State, and would also restore to our rivers and streams the beneficial influences of the forests.

As it was once a necessity to remove trees in order to obtain ground to plant grain, and for other purposes of civilization, it appears that this necessity produced a tree-destroying habit, which should be counteracted as speedily as possible.

This is the first generation in the Commonwealth ever brought face to face with the dangers and disasters of a timberless country. To change the current of national thought from the tree-destroying to the tree-protecting policy, to add to the beauty of our mountains and valleys, to ornament the grounds of our free schools and other public institutions, to add comfort to the traveler upon our public highways, to preserve

res and banks of our rivers and smaller , are objects worthy of the intelligent n of our citizens.

therefore, I, Daniel H. Hastings, Gov- f the Commonwealth of Pennsylvania, rdance with law, do hereby designate claim Friday, the 10th day of April, and the 24th day of April, A. D. 1896, to be d as Arbor Days throughout the Com- alth.

election of either of the above designated left to the choice of the people in the sections of the Commonwealth, to the at that day may be selected which is the most favorable on account of cli- onditions.

n under my hand and the Great Seal of te. this Twenty-fifth day of February, in ar of our Lord One Thousand Eight d and Ninety-six, and of the Common- the One Hundred and Twentieth.

e Governor:

DANIEL H. HASTINGS.

K REEDER,
retary of the Commonwealth.

World's Fair, to be held at Paris 1900, gives promise of being worthy nce, and worthy to inaugurate the ieth Century. The buildings will on a colossal scale; twenty-two ies have already notified the au- es of their purpose to be repre- in the grand display. In itself the n the Seine is a permanent exhibi- f the arts and sciences; and this ational Exposition will be one of andest the world has seen. But the City on the shore of Lake Michi- 1 1893, need fear no rival. It stands unique and peerless!

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next meeting of the National Edu- al Association will be held at , New York, within easy distance gara Falls. The National Council July 3--7, and the General Associa- vill be in session from Tuesday, th, until July 11th. The railroad vill be a single fare for round trip plus $2.00, the fee of membership. achers of Pennsylvania should be presented at the Buffalo meeting.

ACE MANN will be a hundred years thin a few weeks, and it is proposed brate his birthday. A good picture has long been upon the wall in hool-room. We are in hearty ac- ith the movement. Let the edu- e honored always and everywhere, specially when he comes to be a ed years old. It is a poor profession that will not do honor to its great men. Within a few days we had from Dr. Wm. T. Harris, U. S. Commissioner of Education, the following letter: "I presume that the readers of your valuable *Journal* may be aware that May 4th is the birthday of Horace Mann. But, perhaps, not all of them know that next May 4th is the centennial anniversary of the birth of that distinguished educator. A friend of mine has made what seems to me a good suggestion, namely, that the public schools of the land should celebrate by appropriate exercises the one hundredth birthday of one whose influence has been so potent for good in the common schools of the country."

AT a meeting of the Pennsylvania Chautauqua recently held at Lebanon, Chancellor T. E. Schmauk announced the illustrated and scientific lecture courses for the next Chautauqua Assembly at Mt. Gretna. The lectures will all be given between July 8th and August 6th, the dates of opening and closing the Assembly. While the lecture list is not yet complete, it shows that sixteen speakers will give one hundred lectures.

ARBOR DAY will be celebrated in Philadelphia by the Forestry Association, and Governor Hastings will plant a tree in honor of William Penn, on the campus of the University of Pennsylvania. The tree to be planted will be a scion of the Penn Treaty Elm, which stood at Kensington, on the banks of the Delaware. The sprout to be placed in honor of the Founder has been promised to Mr. Berkinbine by General Oliver, of Wilkes-Barre, who has a tree fifty-six years old, grown from a branch of the original tree.

NEARLY eight thousand copies of the Dr. Burrowes portrait have been sent out. It is received with approval everywhere. Supt. A. G. C. Smith, of Delaware county, writes under date of March 9th: "The supply of portraits of the late Dr. Thos. H. Burrowes, which you sent me, have been in hand for some days, and many of them have been distributed to our schools. They please both teachers and directors, and many already speak of having them framed so that they may remain permanently in the school rooms. I congratulate your committee upon the very satisfactory manner in which you have performed this part of your important work."

CHOOSE THE BEST MEN.

THE most important of our triennial elections, that for the local supervision of our public schools, will be held on Tuesday, May 5th proximo. It is obligatory upon Directors to look closely into the personality of the candidates who may be presented for their suffrages—whether, in addition to scholarship and practical mastery of the art of teaching, they have the weight and force of character to dignify and adorn this high office, and make it respected and influential in the communities it was created to serve; and whether from all that can be known, the candidate, if elected, will probably perform his official duties with judicial firmness and impartiality and with absolute integrity of purpose.

The office of School Superintendent is as important in its own field of action as that of President Judge of the law courts, and the incumbent should be selected with the same scrupulous regard for capacity and unpurchasable honesty of purpose in the discharge of his duties. To Directors of large experience and high standing, who have the welfare of the public schools at heart and always act with an eye single to their prosperity and success, we need say nothing on this subject; but, as many Directors are new to the office, and have more or less imperfect knowledge of the condition and wants of the schools and of the qualities that are essential in this chief executive school officer of the county, city, borough, or other locality, we may be indulged in the suggestion that they cannot aim too high in selecting the men to fill this most honorable and responsible position. Both the law and an interested public expect that they will vote for the best and most competent man that can be induced to accept the office, if they can discover by diligent inquiry who that man may be. The office was created for educational purposes purely, and educational reasons alone should govern the selection of the incumbent. Politics should not be permitted to enter this sacred arena, nor should personal ends incompatible with the welfare of the schools be permitted to have any influence in the choice of a Superintendent.

When the law establishing the County Superintendency was passed in 1854, three methods of selecting the Superintendent presented themselves: 1. To have them appointed by the State Superintendent, which was regarded as somewhat too autocratic and not likely to meet with the approval of the Legislature; 2. To have them elected by the popular vote, which was regarded as objectionable because the office would inevitably get mixed up with party politics and the high qualifications required be lost sight of in the interest of faction and geographical distribution of county offices generally; and 3. As a compromise it was deemed most judicious and safe to make the selection devolve upon the immediate representatives of the people—the School Directors — who are clothed with the weightiest powers and authority embodied in the enactment, and it was believed that the dispassionate action of these responsible bodies would be so conservative and patriotic as to satisfy public opinion and secure the best practical results.

Experience has shown that, in the majority of cases, the best attainable results have been secured; but it is undeniably the fact that at almost every election there have been instances of comparative and sometimes almost total failure to select competent and trustworthy men. The public schools in such localities have grieviously suffered in consequence, and the reputation even of the Commonwealth has, for the time, been compromised. This is especially shown in the multitude of low-grade certificates, which should never have been issued, and with which some parts of the State have been flooded.

The responsibility for this inexcusable letting down of the bars—this lowering of the standard of qualification—rests directly with the respective County Superintendents, who, in disregard of their official duty and in violation of their solemn official oath, have betrayed their trusts and sacrificed the children in the schools under their charge. It makes no difference what their motive, or absence of motive, may have been for this betrayal of a most sacred cause. Whether a want of courage, or want of intelligence, is immaterial. The disastrous results have been the same in either case, and it is for the results they are to be held responsible. Let no such men be re-elected. Strike them down without hesitation wherever found. They have no moral or legal right to fill a high post of duty which they thus betray and dishonor. If ignor-

nt and incompetent teachers are to be ›isted upon the public schools, incometent School Directors or men careless f their duty to the public can do this rithout the help and connivance of such eneral officers. It is not necessary to lect, commission, swear in, and pay, Superintendent for that purpose.

Elect only men who know what the rue standard of teachers' qualifications ught to be, and who will maintain that tandard with unflinching fidelity and irmness "though the heavens fall." What citizen would think of asking a President Judge to decide a case in his iavor, or tamper with the scales of justice in his behalf, because he had voted for him on election day? What Superintendent of proper qualifications and sense of character, would permit a Director, even though he had voted for him, to appeal to him to lower his standard for the accommodation or benefit of some relative or dependent who wanted the money for a few months' teaching, but who was not qualified to earn it? Pennsylvania cannot afford to have any portion of her excellent school machinery inoperative or converted into a sham with impunity.

In the line of safe precedent, which is becoming more and more a settled habit of late years, is the practice of continuing experienceed and faithful school superintendents in position as long as they are willing to serve, if they continue to be devoted and capable and progressive. Such officers are entitled to the reward of merit which continued re-election confers. Our educational policy, when properly carried out, is essentially a growth, that is not carried forward by fitful and impulsive changes, but by steadfast and logical development. Superintendents, and teachers, and pupils, all grow when they have the opportunity; and that opportunity, it is obvious, should not be cut short or denied, except for some unmistakably good reason.

Rotation in office is not sound policy unless it is certain that material improvement will result from the change, and such changes should be very cautiously made. Rotation for the mere sake of rotation would be so objectionable as to become a self-evident wrong to the great cause that would in nine cases out of ten be injuriously affected by it. We are sure that sagacious and far-sighted School Directors who have the good of that cause at heart will agree with us in opinion on this point; and we feel justified in respectfully saying to these officers, soon to be assembled in convention for the election of a Superintendent of Schools to serve for the ensuing three years, to the benefit or loss of the children under his supervision, "When you have a thoroughly good man, keep him, no matter how many terms he has served."

THE ALTOONA MEETING.

THE City and Borough Superintendents whose convention was held at Altoona during the first week in March, had a royal welcome from Supt. Keith and his Board of Directors. The sessions lasted two days and one evening. The Assembly hall of the New High School was placed at the disposal of the convention. The audience which greeted Dr. Brumbaugh on Thursday evening was large, enthusiastic, and intelligent. The singing by the pupils of the High School was superb. In originality, content, delivery and power to fascinate, the address of Dr. Brumbaugh surpassed anything we heard at the Jacksonville meeting. The banquet at the Logan House, which the Directors gave in honor of their visitors, was replete with good feeling, good speakers, and other good things for the palate and the soul.

On Friday morning, Supt. Henry Houck completed his sixtieth year. His friends presented him a purse with sixty shining silver dollars, each dollar symbolizing a year of his life. No other school man is so well known throughont the state, or more generally esteemed. During his long and honorable connection with the School Department, he has addressed the teachers and directors of every county in the State, always finding large and enthusiastic audiences ready to welcome him back into their midst. In the heart of every educator and teacher there is a spot which grows warmer at the sight of his face and at the mention of his name. May he live long to bless the children of Pennsylvania!

The necessity of teaching our irregular English spelling was discussed and deplored at the last meeting on Friday afternoon. Two new dictionaries, the Century and the Standard, have been published in recent years under the editorial supervision of pronounced advocates of spelling reform, and neither one

of these standard works recognizes the new spelling as equally valid with the old. The youngest and most progressive people have made no progress on this question commensurate with that made in languages not English. The son of the mechanic must learn to spell if he would fill a clerkship or any other vocation involving much correspondence. Scholars with established reputation may spell by the new way; the rest of mankind are afraid to differ from the dictionary.

The fine address of President Mackey —which is given in full in the proceedings elsewhere in this number of *The Journal*—his skill in presiding over the convention, the perfection of Supt. Keith's arrangements, the assistance of the book men in making the convention successful, and the speeches inviting the Superintendents to Greater Pittsburg, will make the Altoona meeting one to be recalled with the words of Virgil,

"Forsan et haec olim meminisse juvabit."
—*Aeneid*, I. 203.

APRIL ARBOR DAY.

THE Arbor Day proclamation by Governor Hastings, here given, impresses the duty of the season. Spring is here. The time of the singing of birds and the planting of trees is come. The germ or the small tree of our Arbor Day planting may be the great tree of the future.

"Here," says Secretary Morton, of the National Department of Agriculture, "are a few acorns to-day; to-morrow, a century hence, they are sturdy oaks, then ships, railroad carriages, everything useful. The real of to-day was the ideal of yesterday, the ideal of to-day will be the real of to-morrow."

If you cannot plant these great trees—the oak, the elm, the sycamore, the pine —plant such as you can, and let a large proportion of your planting be fruit trees. Do something, do it promptly, and encourage the boys and girls to follow your good example.

We have just received from Prof. N. H. Eggleston, of the United States Department of Agriculture at Washington, a suggestive and valuable pamphlet of eighty pages, entitled "Arbor Day: Its History and Observance," which is one of the very best things sent out from any of the departments during the past year or the past score of years. It should be distributed by the hundred thousand in the interest of the good cause of tree-planting and forestry. It is the right kind of seed-sowing. Pennsylvania is represented in it by extended extracts from Arbor Day addresses delivered by Dr. E. E. Higbee, Prof. George F. Mull, and Dr. J. T. Rothrock. Can we do better than to read again these few paragraphs from the graceful pen of Dr. Higbee, who had Thoreau's love for the woods, and who is here worthily named as "the late distinguished State Superintendent of Pennsylvania?" Associated with Arbor Day, which he introduced into the State in 1885, may his memory always be green as the trees he planted and encouraged others to plant! He says:

"Recognizing the peculiar fitness of the Executive proclamation fixing an Arbor Day for the Commonwealth, it has been our effort and pleasure to make it in every way as efficient for good as possible in relation to our public schools. Here among the children, habits of thought and feeling in regard to the benefits and uses of tree-planting can be formed, which will deter them, it is hoped, from that destructive greed which has forgotten the value and beauty of green woodlands and parks, and the glory of shadowy hills and leaf-hidden streams, where the trout snaps the unwary fly and the liverworts peep out from the dewy moss and wake-robins nod their heads to the answering ferns. Children need, in their innocent up-springing, to have room to get away from the garish sun and rest, as upon a mother's bosom, in the twilight silence of the growing woods.

"We have endeavored to keep in view, so far as possible, the educational power of such things, by urging that our school grounds be supplied with shade trees and shrubs and flowers, and that the naked walls of our school buildings be trellised over with vines. Children feel most deeply the ministry of that which charms the eye.

We are what sun and winds and waters make us,
The mountains are our sponsors, and the rills
Fashion and win their nursling with their smiles.

"Unconsciously each impression of such character sinks into the tender depths of their souls, and there it remains as in reflection do the willows in the placid stream. In fact, the scenes of nature are perennial companions, growing more

friendly from year to year. Those most familiar, wherever we may be, are ever entering the study of our imagination and often giving direction to our acts. 'The shepherd' as with exquisite pathos has been said by Wordsworth, 'is half a shepherd on the stormy sea, and hears in piping shrouds the tones of waterfalls and inland sounds of caves and trees; and in the bosom of the deep, sees mountains, sees the forms of sheep that grazed on verdant hills.'

"Arbor Day repeated in our schools from year to year, will cultivate a reverent love of nature, will lead our children to value studious walks along our streams and hills and through our winding valleys and wide, windy sweeps of harvest fields and meadows and into our bosky dells to waken courteous Echo to give them answer from her mossy couch.

"There is, indeed, a power and a culturing beauty in all this which every child may experience if he will, and Arbor Day serves to enforce it upon his thought. Why should not our school children cherish a holiday which brings them into direct sympathy with the sweet companionship of man with nature? Why should they not offer their aid in giving to our school grounds green lawns over which the wind-stirred trees may scatter gold and porphyry, where the laughing daffodills may welcome the returning swallows, and glowing clusters of chrysanthemums may soften the cold of autumn winds with thoughts of summer? Why should they not surround the school-house, which they must so soon leave for the harsh toil of business life, with all that can make the memory of it a joy forever?"

OFFICIAL DEPARTMENT.

ELECTION OF SUPERINTENDENTS.

DEPARTMENT PUBLIC INSTRUCTION,
HARRISBURG, APRIL, 1896.

To the County Superintendent.

DEAR SIR: The forty-third section of an Act of Assembly approved the eighth day of May, 1854, entitled "An Act for the regulation and continuance of a System of Education by Common Schools," requires official notice to be given of the time and place for hold the triennial convention of school directors, for the purpose of electing County Superintendents of Schools in the several counties of the State. County Superintendents are hereby directed to give such public notice as is required by the act referred to, for holding a convention of the school directors of the *county*, on the first Tuesday of May next, to elect a County Superintendent for the regular term of three years, as provided by law.

On page 350 of School Laws and Decisions, edition of 1896, will be found the proper form of notice to be published for three consecutive weeks in two *weekly* newspapers of the county. Insert in the public notice to be given, the *hour* at which the convention of directors shall assemble on Tuesday, the fifth day of May.

You will please report to this office the names of the two papers in which you have authorized the notices to appear, and request the publishers to send *receipted* bills for the publication of the same to this Department.

Very respecfully,

NATHAN C. SCHAEFFER,
Supt. Public Instruction.

EXAMINATION OF TEACHERS.

THE Board of School Controllers in the city of McKeesport, Allegheny county, at a recent meeting, adopted a motion to the effect "that *all* teachers be required to undergo an examination, regardless of their Normal School diplomas, permanent or professional certificates." This motion was referred to the Committee on Rules to prepare a rule to govern the matter. Mr. J. D. Foster, chairman of the Committee on Rules, submitted to the Department of Public Instruction an inquiry in reference to the right of a School Board to adopt such a rule.

The following is the reply to Mr. Foster's communication:

MR. J. D. FOSTER, *McKeesport, Pa.*

Dear Sir: School directors cannot consistently require a superintendent to examine teachers who hold valid certificates, or other legal credentials, qualifying them to teach in the district where they are to be employed. No board of directors is justified by law in the enforcement of a rule, such as is proposed by your committee, subjecting the holders of state certificates or valid professional certificates to examination.

Graduates of state normal schools hold a normal school certificate or diploma lawfully granted to them by the State Board of Examiners, which certificate or diploma exempts the holder from further examination in any of the branches named thereon.

The holder of a permanent certificate has a legal credential, granted by the State Superintendent of Public Instruction, which certificate is valid in the county in which it

was granted without a re-examination, and is also valid in any other county for a full annual term's teaching, after which it may be officially endorsed by the superintendent having official jurisdiction therein, and thereafter exempts the holder from examination in that county the same as in the county in which it was originally granted.

The holder of a professional certificate is exempt from examination under existing laws in the branches named on the certificate so long as it continues to be valid, and, therefore, a teacher holding a valid professional certificate cannot be required or compelled by a school board to undergo an examination in any district in which the certificate is valid.

The action proposed by your board or the committee, if carried into effect, will be regarded as an unwarranted and arbitrary exercise of official authority.

In the election and appointment of teachers, the directors may freely exercise their own judgment as to the persons to be employed and the qualifications of teachers who are applicants for schools may properly be taken into consideration by the board at that time. Directors cannot be compelled to employ any teachers against their own judgment if a majority agree that the applicant is not properly qualified, professionally and otherwise, for the position. If teachers, after employment, prove to be incompetent, the law gives to directors full authority to dismiss them when there are valid reasons for so doing.

Directors may adopt and enforce such reasonable and lawful rules and regulations as they may deem to be necessary for the welfare of the schools under their jurisdiction, but they cannot impose upon teachers restrictions and conditions which the law does not authorize nor warrant in any case.

The action of the directors, as well as the superintendent, is subject in all cases to such limitations as are made by the Acts of Assembly governing them in the discharge of their respective duties.

In the exercise of the powers conferred upon directors by law, and in the performance of the duties enjoined and required of school boards, it is well to bear in mind the fact that the teachers have rights and privileges under the laws governing the operation of the school system, which are entitled to consideration and which must be respected by their employers.

The policy of school boards, in the administration of the affairs of the school district and their official acts, should be in harmony, and not in conflict with the laws of the State.

In reply to your inquiry of the 4th inst., addressed to the Superintendent of Public Instruction.

Very respectfully,

JOHN Q. STEWART,

Deputy Supt. Public Instruction.

TO SCHOOL DIRECTORS.

IN VIEW OF THE APPROACHING ELECTION OF SUPERINTENDENTS.

THE Superintendents of Schools are to be elected on Tuesday, the 5th of May next, in all the counties of the Commonwealth, and in all cities, boroughs and townships having five thousand inhabitants, that desire to elect such officers. Scarcely any other election should so deeply enlist the interest of the people. We can afford bad government anywhere else better than in respect to our schools. Good schools make good citizens, and good citizens are necessary to the very existence of a state Pennsylvania has nearly 1,000,000 children in her common schools, and more than $10,000,000 are annually expended for the purpose of instructing them. Whether these children shall be well instructed or otherwise, whether this vast sum of money shall be well or ill-applied, will depend in good measure upon the officers placed over the schools at the coming elections. Let whole communities see that the best men are chosen.

County conventions of Directors will be chosen to assemble at the respective county seats by the County Superintendents now in office. The best place for meeting is generally the Court House. City and borough conventions will be called by the proper board of directors or controllers in the manner prescribed by law, in their usual place of meeting. The directors of cities and boroughs that elect superintendents of their own cannot take part in the county conventions. The law does not say at what hour the conventions shall assemble, and the local authorities calling the conventions must fix it to suit local circumstances. One o'clock p. m. is generally adopted as the most suitable hour. It is proper for the directors of cities and boroughs entitled to elect a superintendent, but not now having one, to determine the question whether they will elect such an officer, at a preliminary meeting.

The convention should organize by electing a president and secretary. Vice president and assistant secretaries may be elected, if desired. County Superintendents generally have in their possession full lists of the members of the different boards of directors in their respective counties; and when this is the case, a list with the districts properly designated should be handed to the president of the convention. It should be read, in order that all errors may be corrected, and that it may be known who are present. If the county superintendent cannot furnish a list of the directors, some one from each district represented should hand to the president the names of the directors in his district, from which the secretary should prepare a roll, and this, when called, will show who are present. In voting the name of each director must be distinctly called, and his vote recorded: that is, the vote must be taken by *yeas* and *nays*. It requires not only a majority of the directors *voting*, but of those *present*, to elect a superintendent.

Knowing who are members, the convention is prepared to fix the salary of the office of county superintendent for the coming term of

three years. It will be fonnd best in nearly every case to fix the salary before electing the officer. If several sums are named, the vote shall be first taken upon the highest, but if a majority of directors do not vote for that sum, then the vote should be taken upon the next highest, and so on, until some sum receive a majority vote. This done, candidates for superintendent can be nominated and voted for, until some one receive a majority.

The president and secretary must make out and sign the certificate of election, and forward it to this department. Blanks for this purpose will be placed in the hands of the several county superintendents and the secretaries of school boards in all the county towns.

The following questions should receive careful consideration at the hands of the members of a convention about to elect a Superintendent of Schools: *What qualifications should a superintendent of schools possess?* and *What salary should be paid him?*

In answer to the first question, it may be said that such a superintendent should possess certain *physical qualifications*. No one can properly discharge the duties of the office who is not in the enjoyment of general good health. Especially is this the case with county superintendents who have to visit schools in rural districts, and are conseqcently much exposed.

Intellectual qualifications.—As a test of intellectual qualifications, the law renders any one ineligible to the office of superintendent who does not possess one of the following documents: A diploma from a college legally empowered to grant a literary degree; a diploma or State certificate issued by the authorities of a State Normal School; a professional or permanent certificate, issued at least one year prior to the election; a certificate of competency from the State Superinteadent, or a commission as a county, city or borough superintendent. In addition to the intellectual qualifications usually indicated by the possession of documents like the above named, a superintendent of schools should be a broad, liberal thinker, a good speaker, a man of tact and marked administrative ability.

Moral Qualifications.—The law says no person shall be eligible to the office "unless he has a sound moral character." The very letter of the law should in this respect be adhered to, and will be, so far as the Department is concerned. Nor is it sufficient for a superintendent of schools to be guiltless of any gross "immorality." He should be a positive worker for good; if possible, he should have all the moral qualities implied in the noble expression, "a Christian gentleman."

Professional Qualifications.—It is provided in the law, that a person cannot hold the office of superintendent of schools unless "he has had successful experience within three years of the time of his election." The *spirit* of this provision is that a superintendent must be a professional teacher—not a lawyer, doctor, minister, or a member of some other profession, desiring to hold the office until a way opens to engage in something else.

The office of superintendent of schools belongs to the teachers; it has to do with teachers, and should always be filled by a teacher. If directors can find in a county a teacher of experience, devoted to his profession, who attends educational meetings, who reads works on teaching, who advocates common schools, who, like Richter, "loves God and little children;" who, in short, is something of an enthusiast in his work—he is the man to make superintendent of the work of education, even though he has not been to college.

Superintendents ought to be paid liberal salaries. Their work, when well done, is both delicate and difficult. Good officers can hardly be paid too much, and we had better have none at all than poor ones. The judges of our courts and other county officers in many counties receive generous salaries; why should not well-qualified superintendents of schools be as liberally paid? In view of the whole subject, school directors are most earnestly advised *to elect as superintendents the very best men in their several counties whose services can be obtained; have it understood that they are to devote their whole time to the work of the office; and then pay them well for what they are required to do.* It is in this way, and in this way only, that the office can accomplish the greatest good of which it is capable.

OATH OF OFFICE OF SUPERINTENDENT.

THE following is the proper form for the oath of office which must be taken by all County, City, Borongh and Township Superintendents, before they enter upon the discharge of their official duties. When taken, a copy must be forwarded to the Department of Public Instruction and a copy filed in the office of the Prothonotary of the county in which the same is taken:

"I do solemnly swear (or affirm) that I will support, obey and defend the Constitution of the United States, and the Constitution of this Commonwealth, and that I will discharge the duties of my office with fidelity; that I have not paid or contributed, or promised to pay or contribute, either directly or indirectly, any money or other valuable thing, to procure my nomination or election, except for necessary aud proper expenses expressly authorized by law: that I have not knowingly violated any election law of this Commonwealth, or procured it to be done by others in my behalf; that I will not knowingly receive, directly or indirectly, any money or other valuable thing for the performance or non performance of any act or duty pertaining to my office, other than the compensation allowed by law."

[Signed] A——— B———.

Sworn (or affirmed) and subscribed before me, ——— ———, Judge of the Court of Common Pleas of said county (or Superintendent of Public Instruction, as the case may be), the —— day of ———, 18—.

ELECTION OF CITY, BOROUGH AND TOWNSHIP SUPERINTENDENTS.

ALL cities, boroughs or townships having a population of 5,000 or more are entitled to elect and have commissioned a city, borough or township superintendent of schools. No argument need be presented here to prove that such an officer, or some equivalent agency, is absolutely essential to the efficient working of a system of graded schools, giving employment to a number of teachers.

Meetings of directors for the purpose of electing a city, borough or township superintendent are called in a different manner from those convened for the purpose of electing a county superintendent. In cities or boroughs where the superintendency has been in operation, the meeting is called on the first Tuesday in May, by the president of the board of his own motion; and in cities and boroughs where the superintendency has not been in operation, a preliminary meeting is called by the president of the board, upon the request of a certain number of directors, at which the question of electing a superintendent is considered; and if decided in the affirmative, a subsequent meeting is appointed, as in other cases, on the first Tuesday in May, when the election takes place. Boards of directors in cities, in boroughs, and in townships that have a superintendent of their own, cannot take part in the election of a county superintendent.

HOW TO MAKE OBJECTIONS TO COMMISSIONING SUPERINTENDENTS.

COMMISSIONS to Superintendents are not issued for thirty days after the day of election. This time is allowed in order that all who deem a Superintendent elected by a convention of Directors unqualified for the office, may have opportunity to file their objections, and prevent his entering upon the discharge of its dnties.

In this connection it is thought proper to call the attention of Directors to the following provision of the law. Incompetent officers have been commissioned because Directors were not fully advised as to the manner of presenting to the School Department objections to its being done.

"But if objections to issuing such commission be made within thirty days, and such objections be signed, among others, by a majority of the members of not less than one-fifth of all the School Boards in the county from which such objections are received, and certified to, under oath or affirmation, by at least three of the signers, the Superintendent of Common Schools may require such evidence, under oath or affirmation, in regard to the legality of the election, and the qualifications of the person elected County Superintendent, as he shall deem necessary, and then shall issue the commission to the person properly qualified who received the greatest number of votes; and the Superintendent of Common Schools, when engaged in the investigation of objections filed against the issuing of commissions to County Superintendents, shall have power to issue subpœnas and to administer oaths; and any person refusing or neglecting to attend, and give evidence at such investigation, when legally subpœnaed, shall be liable to the same fines and penalties as if he had refused to appear and give evidence in the court of record, and the costs to be paid by the parties subpœnaing the witnesses."

It will thus be seen that a majority of one-fifth of the Boards of Directors in any county have the power to keep an incompetent man out of the office of Superintendent, and it is hoped they will fearlessly exert their power whenever the circumstances demand it. Especially should this be the case whenever facts exist affecting the moral character of the person elected. The necessary papers can be drawn up and sig if desirable, on the day of the election.

To this it should be added, however, that jections, to have weight in the hearing, must arise from improper motives or considerat of any kind, but have strict reference, in language of the law, "to the legality of election and the qualifications of the pe elected County Superintendent," and t making charges must be prepared to pre them in a regular way and prove them.

ITEMS FROM REPORTS.

ARMSTRONG—Supt. Jackson: There more interest taken in the Local Instit this year than ever before. Although weather was very disagreeable, yet th held at Dayton and the Brick Church w well attended.

BEDFORD—Supt. Potts: The educatic meetings and Local Institutes held dur the month were remarkably well attenc The Superintendent was able to be pre at fifteen of these meetings. At Woodb in East Providence township, it was e mated that 500 people were present; whe is known that this is a rural district, the tendance will mean more. On Washingt birthday there were flag-raisings in sections of the county. These were atten by appropriate ceremonies, the school c dren taking part in each instance. All schools in the county except ten have b visited. There have been but three char of teachers in the county during this te Two of these were caused by sickness; other was a forced resignation. That one teacher out of three hundred shoulc removed for cause speaks for itself. It i looks as if the average attendance will one thousand more than last year. Add to this the increase for the last two ye we have for the last three years an incr of 2,000 in average attendance. This, v an increased enrollment of less than 1, speaks for the work being done by teachers. The interest in school worl general. All sections of the county h been asking for public meetings, and crowds attending these meetings and attention given to the work done at then but another indication of the advance n ing in the work. We feel encouraged every way.

BUTLER—Supt. McCollough: Evans (erected a two-story brick building cont ing six rooms, at a cost of $15,000. I furnished with patent furniture and s blackboards, and it is ventilated and he by Wood's latest improved system. propriate dedicatory exercises were held speeches were made by Newton Black, e Dr. D. C. Murphy, Dr. Irving, Hon. D Doughett, John H. Wilson, L. E. Chris and the County Superintendent. The L Institutes held in the districts into wl the county is divided were well attended

CAMBRIA—Supt. Leech: In the cas

the Allegheny township School Board, upon which a rule had been granted to show cause why its members should not be removed for failure to provide sufficient schooling facilities, the judge decided not to remove them, but directed them to build a school house which would be so located as to obviate the difficulty.

CARBON—Supt. Beisel: A very successful Local Institute was held at Lehighton. More than one-half of all the teachers in the county were present. The Carbon county teachers have made a good record as shown by the Local and County Institutes. This same interest is manifested in the schools throughout the county.

CHESTER—Supt. Walton: All the Local Institutes held thus far this season have been a financial success. For a number of years it has been our custom to place the balance of the proceeds in the hands of the School Board for the purpose of assisting or starting school libraries. The balance at Downingtown was increased to fifteen dollars by the School Board. This was used to purchase access to the town library for all pupils of the High School, Grammar School, and several in the intermediate department. The pupils secure books only with a certificate from the Principal, which designates the books to be selected. The Cochranville Institute realized $27, which will be used to start six circulating libraries in the township of West Fallowfield. The Spring City Institute yielded $22, and West Grove about $18. Since this plan was adopted, over twenty school libraries have been started.

CLEARFIELD—Supt. Youngman: Local Institutes were held at Du Bois, Curwensville, Irvona, Westover, and Osceola. They were all well sustained. Ramey has about completed its new building. It supplies a long-felt want, and is a credit to the town. There are now 408 teachers employed in the county—an increase of 83 in the last six years. In this number there are many first-class teachers receiving from $50 to $125 per month.

CLINTON—Supt. Snyder: Flags have been raised with appropriate ceremonies at the following places: Renovo, Salona, Loganton, Clintondale, and Fair Point. Our people are beginning to see the appropriateness of unfurling the flag from the fortresses of education.

COLUMBIA—Supt. Johnston: A successful Local Institute was held at Millville for the townships of Pine, Greenwood and Madison, and the borough of Millville. Twenty-five teachers were present. Several of them took an active part in the meeting. Prof. Sutliff, of the Normal School, spoke in the morning on History, and in the afternoon on Arithmetic. Prof. Cope, also of the Normal, gave an excellent talk on Elementary Science. An essay, that merits special notice, was read by Miss Lulu McHenry, of the Rohrsburg primary school, on "Responsibilities of the Primary Teacher." In no previous year has the attendance of teachers, Directors, and parents at these meetings been so large as this year, and we think they are doing much good.

DELAWARE—Supt. Smith: An interesting meeting of the County Directors' Association was held in the Court House, February 20th. Discussions were had upon subjects of interest to the public school work, and reports were presented by our delegates to the recent State Convention. Our Teachers' Association held its fourth regular meeting at the Western school, Darby township. There was a good attendance and an interesting programme. At the recent elections, two ladies were re-elected for the second time to the office of school director in Haverford township, one in Swarthmore, and two newly elected members of the Yeadon borough school board.

FRANKLIN—Supt. Zumbro: Three Local Institutes were held during the month, all of which were well attended, interesting and profitable. Flags were raised on three school-houses. Washington's birthday was generally celebrated with appropriate exercises. Mt. Vernon school in Washington district has been graded, a new house having been recently built, and a primary teacher employed. The Waynesboro schools, as found by a recent visit, are in excellent condition under the efficient management of Prof. R. T. Adams.

FULTON—Supt. Chestnut: Many schools have a slim attendance on account of whooping cough and sore throat, which have been almost epidemic in some localities. The general school work is moving along fairly well. A few cases of "do nothing" teachers and a few of indifferent or opposing patrons are hurting some schools. A Term Report blank is being mailed to each teacher, with a circular letter. This is the second step in the line of a graded course of study.

HUNTINGDON—Supt. Rudy: Five Local Institutes and two educational meetings were held during the month. These were well attended by teachers, directors and citizens, and deep interest was manifested in the work. The discussions were interesting and profitable. Valley Point schoolhouse, Shirley township, was destroyed by fire on the evening of February 21st.

INDIANA—Supt. Hammers: With the help of an assistant for a few days, I have visited all of the 293 schools of the county once, and a few of them the second time. I have a personal record of 272 official visits during the term to date, and in addition to this and my office work, I have attended and taken part in twenty-two Institutes. Our schools are doing well, and in every section of the county there is manifested a healthy interest in educational affairs. The graded course of study introduced in 1891, has done much to harmonize and systematize the work of our schools. About 150 pupils have completed the course this year, and

are reported for examination by their teachers. These examinations will be held March 21st, by persons appointed in the different districts for this purpose. Sealed lists of printed questions will be sent out from this office to the examiners, thus making the examinations uniform throughout the county.

LACKAWANNA—Supt. Taylor: On February 11th, I visited and inspected a new two-room building in Old Forge district, which was built during the current school year. This house is heated and ventilated by the Smead systim, and supplied with slate blackboards and single desks. Its cost was about $4,000. This is the third building of the kind erected in Old Forge during the last three years. Taylor borough district also has a new two-room building ready for occupancy. It is to be heated by a furnace. Its cost is about $2,600. Glenburn and Waverly districts are preparing to erect new buildings during the summer.

LEBANON—Supt. Snoke: The schools of South Annville, Jackson, Millcreek and Heidelberg were visited during this month. With few exceptions they were found in a highly satisfactory condition. The teachers of South Annville succeeded admirably well with music, a subject recently introduced. A very successful Institute was held at Avon, February 14-15. On Friday evening Dr. Rock, of Lebanon, delivered his popular lecture, "Better than Gold." On Saturday evening Prof. Rothermel, vice principal of the Keystone Normal School, gave a lecture on "Silent Forces." Both lectures were attended by large and appreciative audiences. On Saturday the work was principally done by the teachers, who performed their duties creditably. On February 14, the teachers of Jackson celebrated the 150th anniversary of the birthday of the noble Swiss educator, Pastalozzi. The participants were Profs. Samuel Hook, E. L. Watts, Mr. L. F. Reber and Miss Eloy Kilmer on the part of the teachers. Prof. Samuel Hemperly and the County Superintendent were both on the programme and assisted in the discussions. The occasion was one long to be remembered by all present, and will doubtless stimulate to a closer study of the life and work of this great character. The monthly meetings held in nearly all the districts continue to do much for the cause of the public schools. I cannot speak too highly of most of our teachers in this line of work. There are a few who are preparing to leave the school-room, for whom these "feasts" are too dainty. Mental dyspepsia will not permit them to partake of the feast. If no pay were connected with the attendance at the County Institute, it also would be too dainty for them. The Directors' Association held a successful session February 22nd, at Lebanon. Supt. Boger made a strong plea for music in the schools. Mr. Moses Grumbine, director of North Cornwall, delivered an appropriate address on "Our Greatest Needs." The compulsory attendance law was discussed by the Association. The officers elected for the ensuing year are Rev. J. K. Knerr, Lebanon, president; Mr. Wm. A. Bachman, of Fontana, secretary, and Mr. J. K. Funk, of Lebanon, treasurer.

LEHIGH—Supt. Rupp: Salisbury, Whitehall and Lynn townships have placed a set of Kennedy's Dissecting Blocks in each building. Hanover township supplied seven rooms with slate blackboard surface. Catasaqua contemplates the erection of a ten-room building during the coming summer. It is estimated to cost about $30,000; the lot was secured about a year ago at a cost of $3,000. During the month death has removed from the teaching force of Lehigh county one of its oldest members in the person of Mr. J. W. Gernerd. For the last quarter of a century he has been identified with the schools of Lower Macungie township, which is now called upon to mourn the loss of a faithful and efficient teacher.

LUZERNE—Supt. Harrison: During February I visited schools in Fairmount, Huntington, Salem, New Columbus, Shickshinny, Warrior Run borough, Black Creek and Jeddo borough. Fairmount put in several new slate boards. Black Creek built an addition to the Rock Glen school-house and established an additional school. This district also procured a fine line of supplementary reading. New Columbus borongh purchased the New Columbus Academy and remodeled it into two very good school-rooms, with a fine large assembly room on the second floor. The schools are doing very good work. The Shickshinny schools are in excellent condition; I never saw them better. Huntington Independent is to be congratulated upon the excellent work being done by Prof. J. W. Hayman and his able assistants, Miss Sue Koons and Miss McNinch. The work done in Salem is giving good satisfaction. The teachers throughout the section visited during the month are earnest and enthusiastic in their work.

LYCOMING—Supt. Becht: On the evening of January 24, Dr. J. T. Rothrock delivered his lecture on "Beautiful Pennsylvania" in the court house at Williamsport, under the auspices of the County Teachers' Exchange, before a large audience. Interesting Local institutes were held in the districts of Loyalsock, Cogan House, Lewis McIntyre and Jackson. The teachers have shown unusual interest in the local gatherings, coming many miles to take part in the work.

MCKEAN—Supt. Eckels: The meeting of the County Association held at Port Allegany was, notwithstanding the very severe weather, the largest ever held in the county. Over 100 teachers were in attendance, and all received great benefit from the meeting. The school-house at Beartown was burned down a few days ago, owing to an over-pressure of gas.

MIFFLIN—Supt. Cooper: I have completed my second round of visits to all the schools except those of Lewistown and two country schools. Mental arithmetic as a separate branch is receiving more attention than last year. A number of inferior language books were introduced in a number of districts three years ago, and many teachers are complaining of them. The Local Institute at Albertville was a success, though the attendance of teachers was not what it should have been. The Institute for the graded schools of the county held at Lewistown was a new departure and completely successful throughout. Dr. M. G. Brumbaugh's lecture in the evening was interesting, highly instructive, and ably delivered. We felt complimented to have him with us. Prof. Kennedy and the rest of the Lewistown teachers were pleased to have Dr. Schaeffer spend part of a day in their schools. The Lewistown High School is making a successful effort to raise money for the purchase of a new piano. It is to be regretted that Roland Thompson, of Milroy, was not reelected school director. We have never had an abler director in the county. For nine years Mr. Thompson has been a faithful director in Armagh township; as Secretary of the Board and as Secretary of the County Directors' Association, he manifested the same zeal and care that characterized his private business. He made a study of important school questions, and his ideas and suggestions were beneficial and helpful not only to his own township, but to the county at large. The gain is Mr. Thompson's, and the loss is to our schools.

NORTHAMPTON — Supt. Hoch: During February, Local Institutes were held at Rebucks, Snydertown, Herndon and Watsontown. The one at Herndon was held on Washington's birthday, and the evening exercises were arranged to commemorate the name and fame of him who was "first in peace, first in war, and first in the hearts of his countrymen." In addition to work done by many of the teachers, assistance was rendered by Profs. Noetling and De Witt of the Bloomsburg Normal, and by Supt. Coughlin, of Wilkes-Barre. In several districts the Directors visited the schools in a body. More visiting of schools by patrons, friends and directors has been done this year than last. Teachers are doing good work, and many of them are making arrangements to attend Normal Schools or others for special training. We have arranged for central examinations in all rural districts, to be held March 28th. Washington's birthday was appropriately observed by the schools throughout the county.

SNYDER—Supt. Bowersox: The 25th of January was a memorable day in the history of Freeburg, when a beautiful new school building was dedicated to the cause of popular education. The Board of Directors and its building committee invited the P. O. S. of A. of the town to join them in the preparation of an elaborate programme. Invitations were extensively circulated throughout the county, so that by 2 p. m., the hour appointed, the High School room was crowded with an interested and appreciative audience. In his very pertinent remarks Dr. Schaeffer showed the true nature of the relation between the child and the public school. Hon. H. M. McClure, President Judge of Union and Sullivan counties, followed in a very able address. The dedicatory address was delivered by the County Superintendent. Hon. C. W. Herman presented a flag, the gift of the P. O. S. of A., to the directors for the use of the building. The flag was received on the part of the Board by its President, Dr. E. W. Pool. The addresses were interspersed with excellent solos by Mrs. Wm. Bassler, and patriotic selections by the Freeburg and Kautz Bands. Local Institutes were held in Richfield and Freemont. The schools in the main are in splendid condition. Diphtheria affects the attendance of a few schools in West Beaver township.

SULLIVAN—Supt. Meylert: Three Local Institutes were held during the month. All were profitable meetings. Lectures were delivered by Rev. L. S. Lane, Forksville; Dr. C. H. Albert, Bloomsburg; and Prof. F. H. Green, West Chester. These meetings are increasing in interest and efficiency each year. Teachers who fail to attend and participate in the exercises will ere long have difficulty in securing positions in the schools of the county. A graded course of study will be adopted in nearly every district during the next few months.

TIOGA—Supt. Raesly: During the month five successful Local Institutes were held as follows: Covington, Roaring Branch, Marshfield, Keeneyville, and Wellsboro. All the meetings were well attended by the teachers and others of two or more districts. The schools with a six months term are closing.

UNION—Supt. Johnson: Patriotic exercises in memory of Washington's birthday were held in Lewisburg. They were participated in by committees representing the Grand Army, by pupils, teachers, and Superintendent. Flags were raised at Winfield, Kelly Cross Roads, and Hill School in Kelly township. At all these places the exercises were inspiring and patriotic. The schools throughout the county are progressing in a satisfactory manner.

WYOMING — Supt. Keeler: During the month of February Local Institutes were held at Forkstown, Nicholson, Factoryville, Tunkhannock, and Meshoppen; during March at Mehoopany, Centre Moreland, and Laceyville. These meetings are well attended by patrons, directors, and teachers. All but one of the school-rooms in the county are furnished with improved styles of furniture.

TOO ARTISTIC.—The great mistake as to the singing in public worship is the desire to make it artistic. In Rome and Paris people rush to the churches to hear the singing; they care nothing for the other parts of the mass. Such is the case in many Protestant churches, where devotional singing has given way to the operatic. We have heard of a church where the preaching is voted a bore, but where the fashionable resort to hear sacred songs sung by professional singers from the opera; where the singing costs more than the preaching. How much better is it to go to such churches, where the praying and preaching are mere accompaniments to the singing, than going to the opera? The truth is, that we sacrifice the devotional in the proportion that we cultivate the artistic beyond a given line. People that know not a note in music, can sing the praises of God so as to excite their devotional feelings, if the tune is a familiar one. And these form the great majority of ordinary congregations; and it is in reference to these, and not for the few cultivated ears, that the singing of congregations should be conducted. We heard the choir of the Sistine Chapel, and of St. Peter's and of St. Paul's; but so far as devotion is concerned, their singing bore no comparison to that we have heard in Scotch churches, led by a precentor from a seat under the pulpit; or in a Methodist church, when the brethren had "a good time." The singing in which most of the people can unite, may not be the most tasteful and classical, but is the best for the people; it is the most devotional. It may grate upon the ears of young misses from boarding-

REJOICE, REJOICE.

1. Re - joice! re - joice! the sum-mer months are coming; Re - joice! re - joice! the
2. Re - joice! re - joice! the budding flowers are bursting, Re - joice! re - joice! their
3. Re - joice! re - joice! the sum-mer days are pass - ing, Re - joice! re - joice! their

Fine.

birds be - gin to sing. When joy bursts forth in songs of praise, And hills re-sound-ing
fra - grance fills the air. When ro - ses bloom and dai - sies grow, And woodbines twine, and
sweets they now im - part, The cool - ing morn, the sun - ny day, Which balmy even - ing

D. C.

ech - oes raise, When joy bursts forth in songs of praise, And hills re - sounding ech - oes raise.
vio - lets blow; When ro - ses bloom and dai - sies grow, And woodbines twine and violets blow.
wears a - way; The cool - ing morn, the sun - ny day, Which balmy even-ing wears a - way.

schools, and of young gentlemen of operatic tastes; but because it elevates the religious feelings of the people, it is harmony in the ear of heaven. When even soldiers are led to the deadly breach, it is always under the inspiriting influence of words and tunes in which battalions may unite. If the "Marseillaise," as Lamartine says, was to Frenchmen as "a recovered echo from Thermopylæ," why should not our Christian psalms and hymns be so sung as to be recovered echoes from Calvary? As singing is the part of public worship designed to unite all the people in concert it is a desecration of it to surrender it to a committee of artist musicians in the gallery.—*Dr. Murray.*

STRANGE as it may seem, if there were no creature that could hear upon the earth, there would be no *such thing* as sound, though all the movements in *nature were going* on just as they are now. Try to grasp this thoroughly, for it is difficult at first to make people believe it. Suppose you were stone-deaf, there would be no such thing as sound to you. A heavy hammer falling on an anvil would indeed shake the air violently, but since this air when it reached your ear would find a useless instrument, it could not play upon it. And it is this play on the drum of your ear and the nerves within it speaking to your brain which makes sound. Therefore, if all creatures on or around the earth were without ears or nerves of hearing, there would be no instruments on which to play, and consequently there would be no such thing as sound. This proves that two things are needed in order that we may hear. First, the outside movement which plays on our hearing instrument; and secondly, the hearing instrument itself, of whose structure few people know anything whatever.

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THE UNCONSCIOUS MINISTRY OF DESIRE FLINT.

BY MRS. TERRY COOKE.

"I DON'T know," said Mrs. Simmons, aking her head. "I don't know what ı airth Mr. Styles's folks will do. ıe is dredful delicate, 'nd he's got dear ıows what a-ailin' of him—ministers' ›mplaints, dyspepsia, 'nd suthin' or ıther in his throat; and there's them ›o peepin', miser'ble children. They ıint ben here but goin' on three months, d their help's goin' to leave—don't like ıe country. Land alive, how notional ıem Irish be! Anybody would think › hear 'em talk, they'd lived in first-ass houses to home, and had the best of ›ciety and all the privileges."

"That's so," heartily returned Uncle ›rael Jinks, who was leaning on Mrs. immons' gate, having, as he phrased it, a dish o' talk," while three curious ens eyed and squawked about his pigs' ail filled with the morning collection, ıd, at last growing bolder, began to ick at the contents.

"That's so, marm; them sort of folks like the wind—allers a blowin'. I've ›served considerable, bein' in years, an' lers keepin' my eyes open; and I've lers noticed that the things folks make e most fuss over is things they hain't ›t. Now, you never see in your life a arried man that's by a long sight the eaker vessel of the two, but what he'll a-tellin' how he's master in his own mily, how he *will* be obeyed, 'nd so rth 'nd so on. And I never see a gossipin' woman but what laid it on to her neighbor so fashion: 'I don't know nothin' 'nd I wouldn't say it for nothin', but Sister Smith thinks.' That's human natur,' Miss Simmons. We all hear the sermon for the folks in the next pew. Human natur' is queer, queer, onaccountable."

"Well!" snapped Mrs. Simmons, who seemed to feel a thorn in Uncle Israel's illustrations somewhere, "that ain't the p'int we was aimin' at. We've all got human natur', and there ain't no other natur' to be born with, so we've got to lump it. The p'int is, can anybody in this town be got to help Miss Styles for a spell—anybody that'll stay till they can better themselves?"

Uncle Israel lifted his straw hat with one hand a little way, and began to scratch his head. Why some people always do this might afford a text for a physiological lecture; but we have no time to improve the subject—enough to say that by this process the old man did raise an idea, or seemed to, such as it was.

"What should you say to Desire Flint, now?"

There was a hesitating sound in the cracked voice and a glimmer of suspense in the faded blue eye as he spoke.

"Desire Flint!!!" No hesitation in Mrs. Simmons' prompt reply. "Why, Uncle Israel, she ain't no better than a fool! anyways, not much."

"She ain't a fool; she ain't nobody's fool," was the meditative answer. "Desire's simple, but sometimes I think a good many folk would be better for a grain of her simpleness; 'nd she's real handy if you tell her just exactly what to do an' how to do it. Dr. Porter said she nussed old Miss Green splendid, jest as faithful as could be, nuthin' forgot or slighted. There's suthin' in that, now, I tell you."

"Well, she does say the qneerest things. You know yourself how she up and told Deacon Mather he was a wolf."

"I know, I know, she speaks in meetin', that's a fact; and she's got the Bible to her tongue's end, 'nd she b'lieves in 't, lock 'nd stock. Now we all know 't won't do to swallow the Bible whole that way. Where should we be if we did. Goody gracious! Miss Simmons, what ef you should up an' give black Cæsar half your cabbages jest 'cause he gin you half o' his early corn last year when your crop gin out?"

There was a momentary twinkle in Uncle Israel's eye as he made this remark, and Mrs. Simmons winced; but she recovered herself with great presence of mind.

"Mebbe 't wouldn't be so bad in a minister's family."

"Ministers is men," dryly rejoined the old man. To which undeniable fact Mrs. Simmons assented by silence.

"Then Desire is fust-rate with children."

"She'd considerable better be fust-rate at hard work," retorted the good woman.

"Shoo! shoo! Git out o' that, you consarned critturs!" squeaked Uncle Israel to the hens. He knew when he had said enough, so he lifted his pail and walked away. But the idea took root in Mrs. Simmons' mind and flourished. Poor, pale Mrs. Styles would have welcomed into her house a gorilla that could wash and iron and not live on the children as a steady diet; so in a week Desire Flint was set over the parsonage kitchen.

She did not look like a gorilla in the least. A patient, over-driven look characterized her face at the first glance. It was pale, and the cheek-bones high; the mouth full and sweet, half-closing over prominent teeth, a pair of large, sad, gray eyes, and a high, smooth forehead completing a visage that, after the tired look passed away, as it did when she spoke or smiled, was utterly simple; not like a child's which has a sense of humor, of coquetry, of perception even in its round, soft lineaments, but more like the face of a baby, that receives all things as they seem to be, that accepts but does not impart, except passively.

No doubt there was something odd about Desire. She was an orphan. Her father died before her birth, and her mother, a weak, amiable girl, left poor and helpless, died when her baby came, for pure want of "grit," the doctor said; so baby went to the poor-house, a silent, unsmiling, but healthy child, who made no trouble and grew up in ways of the most direct obedience—her great fault being a certain simple credulity, that in its excess was so near utter folly that she passed for half-witted. Nothing ever made Desire lie. Nobody could lie to her, even in the absurdest way, and not be believed. She was teased and tormented at school till all the boys and most of the girls found it too easy of doing to be an amusement, and conceived a dull sort of respect for a girl who was too simple to comprehend unkindness or evil. The only book that fell into her way at the poor-house was her father's old Bible, that had been carefully laid aside for her; and over this she pored Sundays and sometimes of a rainy day, till she almost knew it by heart and received it with absolute and unquestioning faith. It produced a curious effect upon a character so direct as hers. All things were brought to its pages and tried as by the only standard; and all things were to her either right or wrong. Her logic was stringent, her obedience instant; but it was a great nuisance to have her about among common folks! Such people naturally are nuisances, this is no world for them, and poor Desire's home at the poor-house became a permanent one. She labored there with a good will, and once in a while she went out to nurse some poor body suffering under mortal illness, who could not pay for more able attendance and who was too ill to be a stumbling-block to Desire's practical Christianity and to incur her remark or rebuke; so that she fairly earned her living. But it was a great pleasure to her now to be brought into a new home where there were children: for children were the delight of her heart, and there were five of these delightful, troublesome, tormenting comforts in the Styles family, besides the baby.

Poor little Mrs. Styles was a minister's fe. In her girlhood she had imagined is to be an honor almost beyond her nbition—a sort of halfway saintship, ıat should open the very doors of heaven ı her while yet on earth; and when she ıched this awful pinnacle and became ıe promised bride of the Reverend amuel Styles, a tall, pale, solemn youth, ith his head in the clouds, her real uman love mingled with the superuman aspect of the matter, till she felt, s a certain old schoolmaster used to say, exalted to heaven on the point of a rivilege." But when she was fairly ıarried to her adored Samuel and set in er place as official "minister's wife" ver a small parish, where the salary was ıst enough to starve on, and half paid at ıat, pretty little Nellie Styles found out ıat, as Uncle Israel said "ministers are ıen," and heaven is no nearer their ives than it is to other people.

The Reverend Samuel had been reılved on entering the ministry from ırly childhood; he had been educated y a widowed mother to that end; he ad been shut up, like a half-fledged ıicken in a coop, in that orthodox ıonastery, a theological seminary, for ıur years; crammed with good theology ıd poor food; plenty of Hebrew and no esh air; Greek particles but not a parcle of exercise; a thorough and exaustive knowledge of the lives of ophets, apostles, and saints, but no quaintance with, or interest in, the ves of every-day people about him; a raight faith in his own creed and a sinre disgust at every other; and withal ırning from the atmosphere which surunded him an unconscious lesson, reeable extremely to the natural man a lesson of his own importance and periority to the rest of mankind. ıanks to the vitality of the Christian igion, which will leaven the lump in e time and stand its own ground in ance of all the stifling and cellarage undergoes at the hands of trembling n, terrified lest air should overthrow and light blast it, the ministerial ining schools of to-day are far superior those of thirty years ago; and even in eir first estate there were mighty men valor, whose broad and healthy nares defied their cramping and withstood eir mildew; but this man was by nature rrow and acid, the saving graces of his aracter being a deep though silent affectionateness and a rugged honesty. But in spite of these traits, which needed sunshine and strength to develop them, he was turned out into the world a tolerably good preacher and an intolerably selfish, dogmatic man. Men can sometimes preach very well what they do not practice; so the Reverend Mr. Styles became a popular preacher and was exalted from one parish to another, till at last his health failed and he was forced to take charge of the church in Coventry, a little village among the New England hills, to try what comparative rest and high, pure air would do for him.

By this time Mrs. Styles had become quite convinced that the way to heaven is

> —"a straight and thorny road
> And mortal spirits tire and faint,"

even when one is a minister's wife. She was a young thing when she married, helpless as American girls are apt to be, innocent, ignorant, loving, and with no constitution. Her first baby was at once a terror and a treasure. She gathered it from the gates of death and held the tiny blossom in unconscious hands for many a long day afterward; but sometimes in her secret heart she thought, as the heavy months rolled by, it was harder to live for it than to die for it.

Her bedroom was small and dark; no sun cast reviving rays into its north window. There was a large and pleasant chamber on the southeast corner of the house; but—"of course I must have that for my study," announced the minister, when they first inspected the parsonage.

Then, nobody who had to write sermons could lose an hour of sleep; therefore it was the weary little mother who walked of a night up and down with the wailing child. And daily, while those sermons were in process, the house must be hushed to perfect silence, or they could never be written.

Then came another baby. And by that time Mr. Styles had dyspepsia, and not only had to have his peculiar food, but a special preparation of it. What American woman of moderate purse and aching back does not know all that this implies in our present state of domestic servitude?

"Helen! this bread is sour!" was perhaps the only word spoken at the breakfast table by the poor man, whose temper certainly had no right to accuse the bread of acidity. But he had dyspepsia—that modern shield of Achilles which

wards off all darts of accusation, which covers temper, incivility, injustice, selfishness, insolence, all under one broad shelter, and accredits to the stomach all the shortcomings of heart and soul!

Children came one after another to the broken-down, feeble, sweet little mother —two big, rosy boys, three delicate girls, and a blossom of a baby girl, born in Coventry, and six months old when Desire Flint came to the rescue.

It did poor Nelly Styles's heart good to see her kitchen scrubbed and set in order, as she came in that afternoon with baby in her arms.

"Why, Desire," she said, "you have taken too much pains with the kitchen; you might have left these windows till another day."

Desire regarded her with a vague, wondering smile.

"Yes, marm; but I like to do things with my might. That's what Bible says."

Helen looked at the plain, simple face sharply. She was not in the habit of hearing such familiar reference to the Bible, and Desire spoke of it as familiarly as most people do of a receipt-book. By night Desire had the kitchen cleaned thoroughly, the kettle on, the table laid, the berries sorted and washed, the milk pitcher and great loaf of bread all in their places. Mrs. Styles came to her simple meal, to find all the children washed and brushed and everything in its accustomed place. It was in the poor little woman's nature to be grateful and kind; so she praised Desire again, only to hear,—

"Why, marm, I had to. Bible says: 'Let everything be done decently and in order.'"

"You seem to use the Bible language very commonly, Desire," said Mrs. Styles gravely. The great grey eyes stared at her questioningly.

"Marm?"

"Why do you speak the Bible words so often, Desire, about every-day matters?"

"Oh! well, Bible says: 'Give us this day our daily bread,' I expect."

Helen was rather staggered with the quotation. Desire turned away as if there were no more to be said.

In a week comparative comfort reigned in the parsonage. "Dee," as the children called her, was no eye-server. What she knew how to do was thoroughly done. If she could not learn the nicer arts of cooking, she could at least bake and broil by the clock, could knead and scrub and wash with good will, ar voted to the children. At fi garded "the minister" with a ence; a respect he did not nc absorbed in the state of his s state of his stomach, both of w have been better for a little letting alone. But after a wh gan to understand that the m not perfect, and to bring "Bib upon him accordingly. She ished Mrs. Styles one morning poor little woman, worn out b night with baby, and snappec lord and master because bre late, sat down on the door-ste good cry, and was aroused by

"Bible says: 'Rejoice al again I say unto you, rejoice.'

"But, Dee," replied the st tress, "I can't always rejoice.

"Bible says so, marm. .'The Lord reigneth, let the joice.'"

Now it is a curious and i testimony to the vital strength of the Bible that whereas, in abstract truth offered to a p guish soothes or heals that the least, the greatest proposit wonderful volume adapt the the tiniest human capacity, e vast atmosphere fills with th life the smallest insect; tha reigned actually offered peac Styles, whose life was restless those little daily tortures—a band and a teething baby! her eyes and went in to break placid face. Not long after, th Samuel was invited to preac on some great occasion, and make a sensation thereby. Ir he might write, silence was i the whole house—the childre to the barn to play, the baby sleep, and Mrs. Styles set to h an endless, still-renewing labo of a sudden loud screams were Eddy came howling in from with a bump like a purple her a bleeding nose. He had fa mow and hit his forehead. and arnica increased his grief; sobs penetrated into the sa where the father of the family his brows over a very original a hitherto obscure text. Tl much. He burst upon the sc hand, his dressing gown awr

on end (with running his fingers through it), his tongue loosed, and his dyspepsia (?) rampant.

"Eddy, you naughty boy, hold your tongue! I can't stand this noise."

"He's badly hurt, Samuel," put in pitiful mamma.

"I can't help that. He couldn't make more noise if he was killed. There's no need of such an outcry. Stop this minute, sir, or I'll box your ears."

Eddy stopped. The words and the angry glare of his father's eyes compelled silence. Mr. Styles turned to go back to his sermon, and found Dee in the doorway, staring at him with all her eyes and an expression of mournful indignation. She did not move, but said slowly and wonderingly: "Bible says: 'Like as a father pitieth his children.'"

"Pshaw!" retorted the Reverend Samuel, putting her aside with one hand. But as he entered into his study, both her words and his own followed him and disturbed his exegesis a good deal, though at last he managed to get hold of the broken clue again and forgot Eddy's howls and bruises. But the sermon was long in coming to perfection. Vexing interruptions occurred. Three days after this first disturbance, Deacon Parker jogged up to the door with an urgent request that the minister should go directly to Mrs. Johns, a poor young widow, ill this long time, to-day dying, and anxious, after our poor human fashion, to have a human hand aid her down into the unknown darkness before her. Dee carried up the request and opened the study door, upon the very key-note of a mighty argument just built up in the minister's mind for his sermon—an argument conclusive enough to have knocked down the whole edifice of heterodoxy and crush all the Philistines under it; but this aggression of pastoral duties put the argument itself to flight, and the minister's stomach got the upper hand of his soul. He stormed at Dee in a very ill-regulated way, indeed. A layman would have sworn; but Mr. Styles recoiled from such language. He only scolded, and Dee received it all with the calm remark: "Bible says, 'Let your speech be always with grace, seasoned with salt.'"

This was exasperating, but be it recorded to the honor of our friend's real honesty, that he accepted the rebuke, or at least shifted his ground thereafter, for all he said was: "Tell the deacon I can't go, possibly. I don't believe Mrs. Johns is so ill. She's been sick a great while, and I can't leave my sermon."

The deacon heard these words from without, for the day was still and hot, as sometimes September days are, and the study windows wide open. It did not occur to Mr. Styles that he might have heard more; if he did, his own anxiety made him forget it. He called out loudly now,—

"She's a-dyin' sure, Mr. Styles. She's dredfully on 't to see ye."

And the unterrified Dee put in: "Bible says, 'Inasmuch as ye did it not unto one of the least of these,'"—she stopped here, as if the alternative was too awful; but the minister's memory and conscience supplied the rest. He rose quietly, reached his hat, and in half an hour was praying by the widow's bedside like one who saw the heaven opened.

"Never heerd such a prayer in all my born days," said Deacon Parker to his wife that night. "Seemed as though he see the Lord a-standin' right there and jest put Dely's hand right into his, so's to pass across Jordan."

Had Dee brought this learned man nearer to his Lord than that wise and studied sermon could do? Certain it is that when that discourse came to be delivered it had a glow about it, an earnestness that made the fathers of the church open their eyes with more interest than ordinary, and one man asked another if there was not something unusual in that sermon for Mr. Styles; but neither could define it. Nevertheless, the Reverend Samuel told his wife that Desire was altogether too intrusive; that she seemed to have no respect for him or for his office, and said she must speak to the girl and reprove her.

Mrs. Styles was not surprised, but she was grieved. She hated to hurt Dee, and contrived a thousand ways to make the matter pleasant, ending, as we all do, by speaking the plain facts to the girl, though in a kind voice. But it was in vain. Dee could not understand. "Bible said" was as far as her intellect could manage, and Mrs. Styles gave up the matter.

The children received this unintended education differently. Their childish souls were nearer Dee's level. She loved them so tenderly; she was so kind to them; she fed their hungry little hearts

with such sweet words and caresses; such patient hearing and such prompt redressing of their small injuries; she was so true, that they both respected and loved her, and what she said was for them authoritative. Children are logicians by instinct; it is all in vain to preach to them unless you also practice. It is idle to demand their love unless you are yourself lovable; there is no law of gravitation more cogent than the instinct of a child, which draws it toward whatever is good, lovely, gracious, and sincere in its surroundings, and repels it from the evil, unkind, and untrue. When I hear a woman complain that her child does not love her, I blame that woman and not the child. After a while it went home to the minister's heart that his children ran to Desire and away from him; that their religion was of her culture, not his. He heard, from his study window, many a colloquy between the little flock and their quaint teacher that opened his eyes slowly but surely. Once he would have forbidden these talks, as a great disturbance; now he listened to them eagerly.

"Eddy," said Joe, one Sunday noon, as they ate their pie and cheese on the kitchen piazza, "Papa said this morning God don't love wicked people. Dee says He loves everybody. Don't you, Dee?"

"I guess Dee knows," replied Eddy, between the mouthfuls. "Dee talks Bible all the time, and papa don't. Dee acts Bible, too."

"'Honor thy father and thy mother,'" broke in Desire. "Bible says that, Eddy."

"But how about God, Dee?"

"Bible says God loves sinners; it says sin is an abominable thing. Guess He loves the people, Joe, 'nd don't like their doin's. I love you, but I don't love to have you plague Kitty and pull Ed's hair."

"O—h! that's it!" breathed the relieved little theologian, but went on: "What does God let people be wicked for, Dee?"

Mr. Styles pricked up his ears. Here was the awful problem of all theology, over which men had labored and prayed and striven and gone mad, offered by one child to another. It was like seeing the stars brought down for a game at marbles, to the shocked yet curious divine. He did not just then remember who it was that set a little child in the midst of the disputing disciples and bade them become as such themselves.

Dee's face did not move from its Sunday calmness, as she said—

"I don't know, Eddy. Bible says: 'What thou knowest not now thou shalt know hereafter.' Dee can wait."

The Reverend Samuel Styles drew his head back from the window with a certain abashed expression. He had preached at least ten excellent sermons on the subject of faith; but he had never seen it before, it seemed to him. His honest soul stood rebuked in the presence of his servant. Had he but recalled it, here was the old-new story of the little captive maid who preached the virtues of the Jordan to her Syrian master.

Nor did Desire use the Bible alone for admonition. It was her one resource, her ever ready friend in trouble, and she offered its help to those she loved as one child brings another to its own mother for aid or consolation.

She found poor Helen Styles in deep perplexity one day. Nothing went right with her; it was one of those days women have when their small world is all tangled, and they can only say: "Oh, dear! what shall I do?"

It was to such an overheard exclamation that Dee offered her sole remedy.

"Bible says: 'Ask and it shall be given unto you.'"

And Helen remembered that, in the day's confusion, her husband's absence precluding family prayer, she had herself hastened down stairs without her own brief resort to God. He who bade us pray knew well how often prayer is its own answer; how the perplexed and storm-beaten soul, folding its wings for a moment in the higher regions of eternal sunshine, becomes tranquil and self-possessed, acquires a keener vision, a more dexterous poise of weapons, a loftier courage.

To rise beyond self, to have our eyes opened and see the army of God on our side, is often as powerful an aid as a miracle would be; and after Helen had so rested and calmed her soul the day lighted up, the skein unraveled, she achieved all that lay before her.

There are many people who regard prayer as a solemn act and ceremony only, a worship so uplifted that into its awful heights our daily woes and wants should never intrude; but these are they who do not accept the fatherhood of God. Dee knew Him better; no want assailed her simple soul that was not uttered in

her prayers, and so she taught the children. It startled the Reverend Mr. Styles, when, one night, his wife being ill and Dee gone on an errand that was long in doing, he must needs see his boys to bed and hear them say their prayers, to have Eddy begin in this wise:

"Our father up in heaven, I am sorry I struck Jack Roe to-day. Please forgive me and help me to be good to-morrow. Please put it into Joe's head to give me half his marbles, and don't let Mr. Parker get vexed with me for nothing. Bless us all in this house and make everybody in the world good. Oh! and make mamma well, please. For Christ's sake. Amen."

Mr. Styles was almost shocked and almost awed. His boy never came to him in this way. Not so did he ever go to God, except in some great straits of life, and these had been few with him. His prayers were formulas, followed with faithful exactness.

"Do you always ask God for everything you want, Eddy?" he inquired, as the child rose from his knees.

"Yes, papa. Dee says He takes pains about little sparrows, not to let them starve or get hurt; and I am bigger than a sparrow, you know, a lot. Besides, He's my father, and He has got time to 'tend to me. But you have to write sermons so much, papa."

There came back on Mr. Styles's mind sudden memories of the hours he had passed in his study—lounging, reading, sleeping, perhaps; while his children grew up almost as strangers to him, and were led to God by the hand of a stranger. Memories, too, of his own dry, faithless forms of prayer, of the Fatherhood he had publicly preached, yet practically denied. A little child had led him far beyond commentaries, to the Spirit that giveth life.

"Dee!" said Eddy one day the next summer, "ministers ain't ever naughty, are they?" His father knew well what aroused the question which he heard from that study window, where he had already learned so many lessons.

"Bible says Peter denied the Lord three times; but Peter was good, and he preached too."

"I shouldn't think they would be naughty and cross."

"Guess they have to be sometimes, so's to know how to be patient with other folks, Eddy. Bible says: 'We have not a high priest which cannot be touched with a feeling of our infirmities, but was in all points tempted like as we are.' That was Jesus, you know. Bible says: 'He knoweth our frame. He remembereth that we are dust.' Ministers are made just like other folks; but I expect they do try harder to be good."

As one year and another went by, Desire still stayed at the minister's. She was not a skilled servant; she had a certain dullness of perception that prevented her learning the deft ways of a trained cook. She could not combine, or plan, or organize. She was at best a pair of neat, faithful hands, needing a quick head to direct them: but the Styles family would as soon have parted with one of themselves. If ever children were literally brought up in the "nurture and admonition of the Lord," these were, and Dee did it. That they grew up honest, unselfish, pure-minded. and therefore well-bred, was the result of her training and influence; for they were thrown upon her hands by the long illness of their mother and their father's pre-occupation. And both father and mother owed their heavy debt to her with a real gratitude; owning also to God in their hearts how far they had been set in ways they knew not, of nearness to Him, of daily godliness, of patient self-sacrifice, by this unconscious apostle.

But Dee was not always to be left to minister in the outer court.

Mr. Styles had left Coventry, with renewed health and renewed energy, after a four years' stay, and accepted the charge of a parish in Compton, a large New England town.

His preaching had undergone a thorough change in character since his renewed spiritual experience. It avoided doctrines and dogmas to wrestle with the daily problems of life, the needs and sorrows of humanity, the Almighty Helper, the lost flock, and the Divine Seeker and Saviour. Desire delighted in this newness of spirit, unsuspecting as a child of her own influence therein. She was happy in Compton, as in Coventry, for her home and her Bible went with her. But after a few years her strength seemed slowly to fail. That she could no longer work as usual pained her; but it was a far deeper distress that she could no longer go to church. A little cough tormented her; appetite failed; she did not sing any more at her work. When Eddy asked her why, a vague, perplexed

shadow stole over her eyes, and her voice was pathetic, as she replied, "Bible says, 'All the daughters of music shall be brought low.'"

She was always serene and helpful, rendering little services as long as any power remained in her feeble hands and slow-dragging feet; but before long her flesh failed indeed—she lost her strength so entirely that she could no longer keep up and about, but took to her bed in silence. This was hard for the once busy feet and active hands; but the patient soul received it with all calmness.

The minister came in daily to look at his household saint; and one day said to her, with that curious wish we all have to investigate the hearts of the dying or the ill, and forewarn ourselves of our own probable experience in the like state—

"It is very hard on you to lie still here, Desire, isn't it?"

She opened her soft languid eyes on him with the old look of patient wonder.

"Bible says: 'Shall we receive good at the hand of God, and shall we not receive evil?'"

And the minister, finding himself answered as was Job's objectionable wife, went away in silence, feeling that he had indeed spoken "as one of the foolish women speaketh."

By and by Desire grew still weaker. She asked the doctor how long she was going to live, before he or any other had told her she was to die. Her faith was the true child-trust that lies down to sleep on a journey, not knowing where its waking will be, but sure that still its Father's arms will be about it, confident that wherever he is, is home.

Dr. Martin answered her as quietly as she asked. He was not a religious man, and Desire was an astonishment to him. Here was no philosopher, no stoic, no strong-souled man; but a weak woman, going to death, as he went out into life, without a dread or a hesitation. He could not understand it, and to be convinced of ignorance is the first step toward the acceptance of wisdom. Dee had preached more efficiently to him than all the sermons of a life-time.

When she found her time was to be brief, she wanted to kiss the children for good-bye, and one by one they came to her. She lay on the little white bed, a figure of smiling peace. A few late crimson roses stood on the table, a plate of oranges was within reach of her hand. She had grown thin almost to emaciation; but her face was refined into strange beauty, and her great gray eyes shone with a languid lustre as they fell upon her dear little flock. Eddy was a big boy, now, of sixteen; but he knelt down by Dee till his head was close to her own, and she kissed him as if he were still a child.

"You must have Dee's Bible, Eddy. Bible says: 'Remember now thy Creator in the days of thy youth.'"

She did not say "Remember me;" but the boy never forgot her nor her Bible either. That was all Dee's legacy. After she had kissed the others and shared her oranges among them, and they had left her in a certain awed stillness, yet smiling back to her last lovely smile Eddy and Joe stole back for one more look, and Joe, always the family inquisitor, must needs say:—

"Dee, ain't you a bit afraid to die?"

Desire smiled wonderingly. "Afraid? No, Josey. Bible says: 'Let not your heart be troubled, neither let it be afraid.' Mine isn't." And her answer lived in those two hearts long as she dwelt in memory.

Both the minister and his wife were with her when she fell asleep. She had her hand in Helen's, and, having said good-bye to them both, had closed her eyes, and her faint, slow breath seemed almost gone, when suddenly those eyes opened. Their vagueness and languor were dispelled, and under the wan, white lids those lucent spheres overflowed with clear and living brightness, like two drops of dew that from their crystal depths return the level dazzle of a summer dawn.

"Altogether lovely!" broke in a rapturous whisper from her pale lips. Then the dawn was clouded forever. The gentle breath ceased in one faint sob. Desire was gone home.

Many people thought it strange the next Sunday afternoon to find a coffin set before the pulpit, and the minister's family grouped about it as mourners. It was not adorned with plated ornament or stainless flowers, or open for curious eyes to inspect the chrysalis that its risen inmate had left behind; but on the simple pall lay wreaths of glittering oak leaves and bunches of wild sweet fern, that sent a wholesome breath of perfume abroad through the church.

Mr. Styles preached from that well-worn text, "Thy word is a lamp unto my feet and a light unto my path;" but, in-

ead of recording the testimony of the ges to the authenticity of the Bible, or indicating its verbal inspiration, or ex-lling its literary merits, he discoursed nly of its common sense and its vast apacity to be a guide and help in all the aily wants of human life and in the dark nd lonely hour of death, and he ended is sermon in these words:

"My brethren, the saint whose mortal elics lie before our eyes to-day was a ving example of these truths. Simple lmost to the verge of folly, ignorant, oor, and friendless, she came years ago nto my house as a servant, and was, far nore abundantly than any one of us whom she there ministered unto, a ser-ant of the Lord. That I am to-day a hristian man, able to minister to other nen with acceptance of God, I owe, under God, to her unconscious influence. Her ngle talent was used daily and hourly, nd its increase was twenty-fold. She ved with the Bible in her heart and on er lips, she taught it to me and mine as living truth to live by, and she died to s with its speech for her latest accents.

"She has entered into her reward and est, and left here a fragrant and gracious nemory, that few of earth's shining ones ave ever given to their survivors. 'Bible ays' was her rule, her comfort, her trength; and her obedience, her cheer, er faithful labor, interpreted to all who new her what that Bible could be when eceived with a child's simplicity and aith.

"There are some of you here, dearly eloved, who think you owe your en-rance into the new life to the help of my ninistrations. I want to say to you now, n the presence of the dead, who cannot hrink from the praise she would not ave understood while living, that what-ver good you gather from my utterances s a preacher I received long before you new me, and received slowly and un-raciously, as a rock receives the sun and ain, which at last disintegrates and nakes it fruitful, from the hourly and un-onscious ministry of Desire Flint, whose ody lies before you, to whose burial as er kindred in the Lord I invite you, and o whose life I recommend you as to the living epistle' which has preached the ternal Gospel of Christ better than either ny own lips or my own living have done. Having been utterly faithful over a few hings, she has ceased to be a stranger nd gone home."

AS WE SEE THINGS.

INFLUENCE OF THE INNER LIFE ON THE EXTERNAL WORLD.

THERE have been philosophers who declared that the earth on which we stand and the stars on which we gaze have no real existence, but are merely the outcome of our inner selves. Perhaps the best answer to this is that the mind itself, at least that of most people, refuses to receive the idea. The difference between the me and the not me is too sharply defined in the inner consciousness to permit Bishop Berkeley's notion taking root within us.

Yet we cannot afford to overlook the germ of truth which this idea contains. Though not literally the creation of our thought, the outer world is to each one of us largely that which we make it. Nature herself, in all her varied scenes, whatever she may be in reality, shows herself to us in the light which we throw upon her. One man looks at a landscape and sees land and water, grass and trees, hills and plains, and nothing more. Another, a farmer, sees the growing crops, the fallow land, the noxious weeds, the prospect for future tillage and the obstacles to be overcome. Another, with a painter's eye, sees every variety of form and color, proportion and perspective, harmony and contrast, beauty and sublimity. To the melancholy man all is tinctured with a gloom—a leaden pall covers even the gayest scenes—while to the joyous everything seems bright and glad, and even the dreariest of November days only suggests the radiant sunlight that is sure later on to struggle through the clouds.

So with the sights of a city. For each of us they take on the aspect of our own mental condition. How differently they impress the citizen who has spent his life among them from the foreigner who views them for the first time! What a different message the stately and magnificent buildings bear to the absorbed man of business and to the architect who appreciates every detail of their construction.

If there is so wide a divergence in the aspect which inanimate things have for us, the difference is still greater in the way we regard the men and women by whom we are surrounded. Character is a complex thing, difficult to detect, im-

possible to fathom, yet we presumptuously venture to gauge and pronounce upon it with the smallest modicum of knowledge. It is curious to notice how differently the same person will impress various individuals. His friend will perhaps see no fault in him; his enemy no virtue. One will put faith in him; another will suspect his every action. One will deem him cold-hearted; another will think him affectionate and kind. It must be that their own personalities are reflected in him, and that to a certain extent he does thus become for a time, while under their influence, what they suppose him to be always. It is certainly true that the good and gentle find far more goodness and gentleness in the world than those who are deficient in such qualities. It is the selfish man who is the keenest to detect selfishness in others; it is the overbearing who complain most of the arrogance and pride with which they are met, and the unjust who murmur at the injustice they receive. On the other hand, the loving and sympathetic discover love and sympathy everywhere; the noble and true bring to light nobility and truth which might otherwise be hidden. Thus to a large extent we develop the character of those we meet. By a subtle magnetism we draw like to like, and evolve out of other personalities the characteristics of our own.

Even the outward circumstances of life are largely what we ourselves make them. We are accustomed to consider prosperity a blessing and adversity a curse, but quite frequently they change places. It is the spirit in which they are received that determinates their result. The rich and self indulgent man, surrounded by luxury and opportunity, may be far less happy than his poorer neighbor who brings industry, fidelity and generosity into constant exercise. The same privileges that raise one young man to honor and usefulness are a snare and temptation to another. The same recreation that invigorates one enfeebles another. The same sorrow that softens one and leads him out of self to works of kindness and helpfulness, prostrates another and renders him valueless. It is that which is within a man that so acts upon the externals of life as to decide their results to him, and through him to others.

If this be so, then happiness or wretchedness is largely in our power, and most of our complaints only bear witness to our own remissness. We may rightly recognize the futility of struggling against outward events which we cannot control, but we can always bring to bear upon them such a spirit and influence as shall turn evil into good and bitter into sweet. —*Philadelphia Ledger.*

FROM A TEACHER'S NOTE-BOOK.

BY R. N. YAWGER.

TEACH the children to listen. Teach them to reflect on the pleasure to be derived from the sense of hearing.

Listen. Close your eyes and rest. Shut out all those jarring, distracting impressions which come to you through the sense of sight, and listen. What do you hear?

"I hear the clock tick, and some one moving his feet." "I hear some one breathing, and that fly beating on the window pane." "I hear the door shaking just a little, and the wind sways a map against the wall."

Now enlarge your hearing; listen for impressions from the outside. What do you hear now?

"I hear the gentle rustle of leaves in the wind, and the swish, swish of the waves on the shore." "I hear the sparrow chirp, chirp, and a squirrel scurry up the bark of that tree." I hear a hammer very faintly in the distance." "I hear crunch, crunch, as if some one were walking in the leaves, and the bark of a dog." "I hear the sharp crack of falling nuts and the steady distant clatter of hoofs on frozen ground."

Do you like to listen? Which of these sounds did you like best?

Had you rather hear a child laugh or cry? Why? Had you rather hear a cat purr or cry out in pain? Why? What is the difference in your feeling?

Tell me some sounds you like. Some that you don't like.

Can you tell when a dog barks in welcome? in pain? in warning? in ugliness?

Can you tell a sparrow's song from a robin's? Can you tell the difference between beating with a stick on a piece of tin; of wood; of cloth?

Did you ever think of the poor little children who never have heard even a mother's voice? Can they talk? Why not?

When you listened only for the inside things did you hear the outside things? Did you hear all there was to be heard, or *just what you listened for?* Here is your lesson; can *you* teach it?—*American Teacher.*

TEACHER'S PERSONAL POWER.

SUBTLE as is the problem of personal power and its acquirement, it is one of vital importance to every noble teacher. In an address on this subject before a convention of teachers some time ago, Dr. Charles J. Little, of Garrett Biblical Institute, gave many helpful suggestions.

After distinguishing between great teachers and famous teachers, and stating that Dr. John Pound, who taught Dr. Guthrie the secret of ragged schools, was perhaps a greater teacher than Dr. Thomas Arnold, the speaker urged those who would have personal power in teaching to be possessed of and by living facts, "living in the double sense that they are capable of producing life in others, and that they are vividly apprehended in the mind of the one who sets them forth. A fact that is not productive of life and of intellectual power in the pupil is not a living fact. It may be useful for illustrative purposes, but it must be kept down sharply to its auxiliary place. It is by getting hold of the living personalities of history, and by getting possession of the living events and fruitful principles that have come down to us from the past, that we are able to make the past vital to those with whom we deal.

"Once in possession of great, vital facts, personal power next depends upon skill of communication. There is something very marvelous and, up to our time, undiscovered in the relations of one human being to another. One of the questions that have baffled students of the human mind is the power of one human nervous organization over another. But it has been clearly settled by one of the greatest German thinkers of modern times, that ease of intellectual movement is dependent upon a certain condition of well-being that exists not simply in the organization of the one who is thinking, but existing in the surroundings of the one who is thinking. The personal power of the teacher, then, depends primarily upon his power of diffusing the right kind of an atmosphere about him. You know these singularly graphic lines of Goldsmith on the Village Schoolmaster:

> The busy whisper circling round
> Conveyed the dismal tidings when he frowned

And Goldsmith was touching the great law that, as Mr. Lincoln used to say, 'unbeknownst to himself,' the teacher seems to be diffusing an atmosphere which depresses or represses the possibility of every intellectual movement on the part of the pupil.

"Let me speak to you of the negative and the positive side of this. There are three sources of failure in the teacher. The first is personal discomfort. There is nothing so melancholy as to see an irritable teacher diffusing irritation and impatience through the whole class. It is not what you talk about, or what you know or don't know, but it possesses your own soul. If you are to have personal power in teaching, you must overcome personal discomfort.

"Then there is bewilderment. It takes on two forms; sometimes the form of self-bewilderment, and that will destroy any teacher's power. Be in front of a class, and be yourself bewildered and obtuse, and your pupils will soon know one thing, that you do not know any more than they do. And don't attempt to bewilder others by knowing too much. The teacher has power who knows how to select what is adequate and necessary to the topic in hand.

"Again, distraction that leads you away from the subject you ought to be illustrating and illuminating will destroy your power. The teacher's power lies in keeping the grip of his pupils and of the subject in hand. Don't allow yourself, either by the vagaries of your own mind, or the questions of the class, to be led away from the great point that belongs to the teaching you have to do.

"Then there are requisites, qualities that you must have if you would have personal power in teaching. You must have sympathy. Now I beg of you to distinguish between gush and sympathy. In many years of teaching, I have discovered this fact, if nothing else, that pupils don't like gush. But they do like sympathy. The sympathy that comes from an understanding of their peculiar make-up; that comes from that tact which discovers their weaknesses and avoids them, and their powers and culti-

vates them; which will teach you what not to say as well as what to say, and which nobly and bravely indulges in praise. Some people seem to think there is a virtue in blame, and that they are bestowing a luxury in conferring praise. You are giving your pupils simply their honest deserts when you recognize the work they do. I have sometimes wondered at the lack of power that certain teachers have; and I have discovered that it largely lies in the inability to cultivate sympathetic relations with their children: not the sympathy of weak sentiment, but of thoughtful, persistent, careful helpfulness. Then there is faith, twofold; faith in yourself and in the efficacy of the culture and education which you represent, and faith in the pupil in whom that culture and education is to reappear, and to whom life is always to mean more because of you and what you have brought him. Without this faith you will never have a personal power. It is necessary if you are to accomplish the best results in teaching."

In conclusion, Dr. Little said: "I am bringing you the best that a tired man and a very busy man can bring on a subject to which he has devoted his life. I speak as a teacher to teachers. And let me close by simply giving two maxims that seem to contradict each other. First, Be yourself in the sense of not trying to be anybody else, or not trying to imitate some famous teacher you have read about, and in not picking up the last method and experimenting on your pupils with the last device. If you adopt new methods, be sure that they are grafted into your character; take them after deliberation and careful reflection, and because you have come to feel just where the power of them lies, and in just what respect they are going to make your teaching better. Be yourself. Don't be affected with your pupils. Don't pretend to be any better or any worse than you are. Be yourself, a man; and let it be as clear as sunshine to you that there is nothing so bad in a school-room as pretense. The other maxim is, Don't be yourself. Be less than yourself, in your earnest effort to make yourself adapted to the mind and appreciation of those to whom you talk; in sacrificing your pet theories and studies for the sake of those whom you teach. Be more than yourself; rise upon your dead selves. As Tennyson beautifully puts it, 'Make your dead selves stepping-stones to higher things.' always nobler than yesterday, bette last week, stronger and truer to higher instincts than you were befor ing constantly into the possibilit splendid manhood and womanhoo *Journal of Pedagogy.*

CONDUCT AND CHARACTE

SUNDAY EVENING AT HAMPTON SCH

BY GENERAL ARMSTRONG.

I WANT to speak to you of conduc character, the relation between t and their relation to success in life. boys and girls are like the trees i orchard out there. What are they for? What is the difference bet them and the wild cherry trees and apple trees out in the woods and the road? Yes, that is it! they ar there to be cultivated, so that they bear plenty of good fruit—good fo and that will bring a good price be it is wanted. What are you young and women here for? For just the purpose: to be cultivated, impr made to be of use in the world, so your lives shall be full of good fruit

Now what must a tree have in or grow? You have been studying plants: what does the plant have to with? what is the most important of it? Yes, its root. That is the that makes no show, but it goes de and does the most work. You kno root spreads in all directions and d up the nourishment in the soil—wha does it do? Yes, it holds the tree and straight.

You, too, must have the root o matter in you—something that d make a show of itself, but feeds you makes you grow and stand firm. T Character. What is it? You must faith—faith in God, faith in goodn that is the root of the matter; and bring the life of God into your soul. must have hope—cultivate hope in faith and hope will feed your life and you firm, make you strong. Now know that some trees have one gre root as it is called, that strikes str down from the centre, goes down drawing up the richest nourishment, ing its tree strong and tall and fru Now remember that the tap root o

life is love. You know the text—"Now abideth faith, hope, charity, these three"—let us never forget that "the greatest of these is charity"—that is love. Love is character. "As a man thinketh in his *heart*, so is he." What he loves, what he wants, what he chooses, that is what he really is.

But then, notice how, in Christ's account of the judgment day, the question asked by the judge of each soul and the decision rendered, turn on conduct—it is really the same thing; but the judgment was: "inasmuch as ye *did it*"—or as ye *did it not*." Paul says that "pure and undefiled religion before God and the Father" consists in deeds of love. It is all one truth—love shows itself in deeds or it isn't love. Conduct grows out of character; good conduct out of good character, bad conduct out of bad character; deceitful conduct out of deceitful character. Deceitful conduct may deceive men for a while, but it doesn't deceive God. Conduct grows out of character, just as the tree grows up from the root.

I said you students are like the trees in our orchard. They are brought here to be set in good soil, taken care of, cultivated and improved. What is the soil for you students? It is the school, your opportunities here. We are trying to do for you what Mr. Howe does for the fruit trees. And we are trying to increase and improve those opportunities for you year by year. You can yourselves see improvements in your opportunities here this year. Just as on the farm—when we started it, the soil was six inches deep, now it is twelve inches; we have really put one farm on top of another—so in the school there is more than twice the chance the first students had. So it will always be our effort to deepen the school's soil: so we have improved the industries, the classes, the Sunday-school; the beautiful church is a great addition that you can all see.

But you must do the great work yourselves, by using these opportunities. The school itself is like the tree. The tap-root of all its work is its work for character — that must always be its strength, its fundamental work; that is the meaning of its opportunity for self help, that is the deepest thought in its industrial work, and in all its work. What comes next?—the stem, the trunk—these are its elementary training, out of which all the rest must grow—the "three R's"—you know what they are—reading, writing and arithmetic. The higher studies are like the branches, leaves and flowers, all fine and beautiful if they grow out of a good stem. So work away at your arithmetic; get your geography straight—don't put Paris in Mexico; let your writing be better than mine." [It need be no handsomer than the General's was before his right arm was broken in the war.] "Don't be impatient; start right and then the branches will be be beautiful and grow in strength and order. You know the different studies are called "branches," and they are branches, all growing out of a common stem—see to it that it is straight and strong. Still higher come the flowers, the arts of beauty and expression—but they are all sham unless the stem is right; and unless they have grown out of it, they are just paper flowers tied on. The teachers must look out for that.

One more fact I wish to call your attention to—that is your relation to others. You are here, not each one alone, but all together. Consider others. You remember I said the root of life is character. That is the underground part. All that appears out of the ground is conduct. It is by that we judge of the root. How do we judge of your character? By your diligence, your fidelity, your attention to study and work. Nine-tenths of life is conduct. I call your attention to it. You must work at it yourselves. Your teachers are looking out for your mental growth, the chaplain is looking out that you have the root of the matter in you, but we must all work together. Who regulates your conduct? ["Mr. Curtis"—"Major Boykin"]—"Yes, the officers of the school, and your battalion officers. It is no pleasant task, but it is very important. But you must think yourselves of your relations to others. That is the department of manners—"Morals and manners:" you have frequently been talked to about this. There is no "professor of manners" here, but the subject needs attention always. It begins with your relations to those nearest you, your fellow students, and extends to all with whom you have to do—it is part of the great law of love. This is a matter of first importance. Your manners are a pretty good test of what you are. That good manners are often counterfeited only proves their value. Slavery was a terrible institution, but it taught some good

things—and one was courtesy. When these "old-time people" go, I want to go with them. Be careful that this new generation is not inferior to these old people on whom some of you may look down. Above all things, in your relations with others, guard each other's character and keep your tongue from speaking evil. There is nothing meaner than slander. I don't know that I'd exactly give you permission to kick a backbiter off the grounds—but I'd like to see it done. Loyalty to God and to your fellowman is all part of one thing. If you want to stay here you must be courteous. Army rules say: "Courtesy is indispensable." A corporal has a right to arrest a general if he blackguards him.

I have not before had a chance to greet you this year. I greet you all, the new-comers especially, and those who have returned after their year of teaching. All but one of the senior class, I hear, have said that they feel they are the better for having gone out. We see that they are the better. Now you know life consists in loading and firing; not only in loading. And just so far as you students are better, the school is better.

The school never inspired me as it does now. The teaching is stronger, the school is larger than ever before. It is not good because it is big, but because it is on the right track. This is the best year of all. The school's friends are loyal, responses to its appeals are kind; the people are friendly because they believe it is doing loyal work for man and for God.

In a few days, by the doctor's advice, I go to spend a few weeks in the North, then return and go South, where I trust I shall visit some other schools, as I have long wished to. I go not from the field of duty, but in the line of duty—it is all one thing, all providential, all right. I shall visit Tuskegee, and other places in the "Black Belt," and elsewhere.

You must be loyal to those who are left. Children sometimes develop faster when their parents go away. We do not weaken our work by acting in the line of duty. We will try to do our part, and I hope you will do your part like brave, true men and women.

The tissues of the life to be
We weave with colors all our own,
And on the field of destiny
We reap what we have sown.

GENESIS OF OUR STATE NORMAL SCHOOL SYSTEM.*

BY HON. H. C. HICKOK.

IN its simplest form of statement the School Department was to me merely a new client, whose interests were unexpectedly entrusted to my charge, and to which, during five and a half years, I gave my exclusive attention; and then turned away to other pursuits, not taking a second thought as to what might or might not be the ultimate verdict of history with regard to what had been accomplished or attempted; and I have seldom had anything to say about that period, unless by request, as in the present instance, or some special occurrence, such as Governor Pollock's death, served to bring out such testimony as it might be in my power to give.

My first official contact with the Normal School question was some four or five weeks after Governor Pollock's inauguration, in the winter of 1855. Dr. Thomas H. Burrowes, of Lancaster, had made an early call at the Department to become acquainted with its new officers, and to look after his unfulfilled contract with the previous administration to write the

*This article, from the pen of Hon. H. C. Hickok, ex-State Superintendent of Public Instruction, is republished as of unusual interest at this time. No man now living knows so well as Mr. Hickok the school history of that formative era. Undoubting faith in an imperilled cause, supreme devotion to its interests, with the courage of his convictions and patient endurance, made him a potential factor in the hustling struggles of those days. There is an unwritten history of that period which the public has never got. External appearances were somewhat different from internal experiences. Mr. H. wrote the act creating a separate School Department, and engineered its passage. It merely detached the twig from the parent stem, all that could be done at that time. His successors were his beneficiaries. But for that act Dr. Wickersham's thirteen years, and Dr. Higbee's nine years, at the head of that Department, would have had no existence. If they had been in the Department at all it could only have been for short terms, and then only as subordinate clerks of political Secretaries of the Commonwealth, a position that would hardly have suited them. With a weak or selfish man in the place of Mr. Hickok at that time, the County Superintendency would hardly have survived the first term of its existence; and without his vigilant devotion to the interests of the schools it is by no means certain that Dr. Burrowes, eminent as he was for educational service, would have been called upon to write the Normal School law.—*Editor.*

ennsylvania School Architecture, the ood-cuts for which were already on hand, ut not a line of the text yet furnished. Ie was courteously received and State upt. A. G. Curtin, after looking into he matter, reaffirmed the contract, and it vas arranged for Dr. Burrowes' convenince, that the manuscript should pass to he State printer through my hands, and he proof-sheets be returned to Dr. B. hrough the same channel.

Not long after, we had another call from im in reference to his work, and in the ourse of a general conversation he reerred to the admitted necessity of Normal chools for the training of teachers, and rged that a law should be passed to esablish a State Normal School at Harsburg, similar to the one at Albany, ew York, under exclusive government ontrol, and supported by annual approriations from the State treasury. I lisened to him in amazement. A bill to ridge the Atlantic or tunnel the Rocky Iountains could hardly have been more opelessly impossible than such a measure s he proposed at that time, and in the ien state of public opinion with regard oth to our educational policy and the use f public moneys for its advancement. Our revised school system was then in the aroes of revolution, breasting a tidal wave f popular hostility which threatened the ss of all that had been gained by the chool law of 1854. It taxed the whole ower and influence of the State Administration to withstand and successfully ounteract this opposition, and he would ave been a bold man indeed who would ave ventured to introduce such a bill a to either House at that time.

One morning about two weeks after the econd visit of Dr. Burrowes named above, ie Governor sent over to the Department letter about Normal Schools that he ad received from Benjamin Bannan, Esq., f Pottsville, editor and proprietor of the *Miners' Journal*, and for many years an nfluential member of the Pottsville School Board, with instructions to acknowledge ts receipt, which was done. It was an utograph letter of six or eight closely written letter-sheet pages, rather difficult o decipher, and recommended that State Normal Schools should be established by districts, not by the State, but by private parties under State sanction and approval. Congressional districts were suggested as about the size of district that would probably be most advantageous. This was a new departure from the generally received ideas on this subject; but the whole subject being then in the nebulous domain of theory, nothing practical could come of it at that period. The time had not yet come for legislation with regard to it.

Sometime afterward—after this lapse of time I can give only the sequence of events, without being able to recall exact dates, of which no note was made at the time—in mailing some proof-sheets of the Architecture to Dr. Burrowes and some items for the official department of *The School Journal*, I enclosed Mr. Bannan's letter to him as being something entirely different from the plan he had so urgently pressed upon our consideration.

In his annual report for the school year 1856, submitted to the Legislature of 1857, State Superintendent Curtin took up the subject and substantially recommended this newly-suggested plan. The report made a fluttering in educational circles and brought a score of college and seminary presidents and professors to the Legislative halls to see what it meant, and how their interests were likely to be affected by any legislation that might be had.

After a time it seemed, from conversational discussions of the subject, in and out of the Legislature, that there might be a fighting chance to get something done at last. At any rate, it was worth while to make the attempt. To give added weight and prestige to the movement, a special committee was appointed in the Senate, with Hon. Titian J. Coffey, of Indiana county, as chairman, to take the subject into consideration.

The session was now pretty well advanced and the files of the two Houses loaded down with bills on other subjects, and these bills of course, in the regular order of business, were entitled to precedence. The committee took their time to examine the subject, and did not seem to be able to agree upon a bill that was satisfactory to themselves.

One day in looking at the almanac to date some official correspondence, I was startled to see how rapidly the session was passing, and began to have misgivings that our Normal School plans might fall through from want of time. Acting under this feeling I turned from the drudgery of my desk long enough to drop a hasty note to Dr. Burrowes—who had a natural aptitude for drawing up bills, and was thoroughly familiar with the subject,

having written upon it voluminously during the previous twenty years, and prepared several bills which were never acted upon—advising him of the situation and my fear that we might fail in getting Normal School legislation for want of time, and requested him to prepare a bill embodying the recommendations in Superintendent Curtin's report, and to let me have it at his earliest convenience.

My letter went to him by the one o'clock mail on Friday. The mail on Monday noon brought me his reply, in the shape of a bill covering eight pages of foolscap in his peculiar fine hand, and nine foolscap pages of explanatory notes and comments, accompanied by a letter in which he said, "If you will get this bill through it will be the best Sunday's work that I have ever done, and the best winter's work that you have ever done."

I had both documents carefully copied and placed the copies in the hands of Superintendent Curtin, telling him what I had done, and why. Upon examination, the bill met his approval in the main, and he delivered it to the Senate Committee with his endorsement.

Next day one of the committee came to me and remarked that, if that bill became a law, it would overshadow all the colleges, academies, and seminaries in the State. That was evident; but it was explained, in reply, that it was intended to meet the wants of the State a hundred or five hundred years hence, when the schools provided for by it would prove to be too small, instead of too large for the public wants; that for the present moment it was merely intended—1st. To define the policy of the State; and 2nd. To set up a high standard for the friends of education to work up to, in order that Normal Schools established under it should not be weak, inferior institutions.

The committee reported the bill to the Senate with some slight verbal alterations, and the addition of what is now the fourth section, which was suggested by Senator Darwin A. Finney, of Crawford county. It was accompanied by a brief, but compact and strong report prepared by the Chairman, Mr. Coffey, which carried weight and influence, and greatly strengthened the measure. After the bill and report were printed, an early opportunity was sought to call it up in the Senate for consideration, and so thoroughly was that exceptionally strong Senate convinced that the time had come for decisive action on this question, tha after a convincing and eloquent speech b Senator George W. Brewer, of Frankli county, the bill passed the Senate withou a dissenting vote. One Senator remarke that he did not see how it could go int effect without an appropriation. It i enough to remark here that any hint i the bill of an appropriation would hav been fatal to its passage in the othe House.

When the bill got over to the House o Representatives a good deal of prepar tory work had to be done by Superinten ent Curtin before it could safely be pu upon its passage. It was finally fixed f consideration on the last day on which could be considered at that session, wit a number of other important bills on th calendar before it in which leading mem bers of the House were interested. could not be reached unless taken up o of its order, and in consultation with th Speaker, Hon. J. Lawrence Getz, of Berl county, it was decided to do so. A points of danger had been guarded again as much as possible, except one. M Foster, the leader of the House, a liberall educated gentleman of great ability an influence, had a bill of his own that he wa anxious to get through. Although good common school man in a genera way, he felt no particular interest in the Normal School question.

He and Superintendent Curtin, though political opponents, were warm persona friends, and so the latter undertook to exert a restraining influence upon his movements whilst the Normal School bil was under consideration. A few minutes before the bill was called up, Superintendent Curtin took his position by Mr. Foster's desk on an intermediate aisle on the east side of the House, and they were standing engaged in conversation when a motion was made to take up the Normal School bill out of its order. This was instantly challenged by a call for the yeas and nays, but was carried.

The second reading of the bill could not be dispensed with under the rules, and as it was a long one there was danger of interruptions; but the veteran chief clerk, Capt. Jacob Ziegler, who was in the secret, rattled it off at railroad speed so as to pass the danger point in the quickest possible time. I was standing in the lobby within a dozen feet of the two distinguished leaders, and twice during the reading I noticed Mr. Foster turn towar

the Speaker to make a motion, but Mr. Curtin with courteous persistency managed to hold him in check until the reading was completed. At this moment a member on the other side of the House moved to change his Normal School district, as that provided for in the bill was not in his opinion the best that could be made.

This sent my heart to my throat, for it would disturb other districts and lead to a general debate. Discussion would cause delay, and delay would be defeat inevitably. It was votes we wanted, not speeches; and the plan of campaign was to get the one and dispense with the other, if possible. Moving around to that side of the House tip-toe, on the double quick, and attracting his attention, he very kindly gave me his ear long enough for me to hurriedly explain that the bill as it stood was merely a theory, but it was very important to get it on the statute-book to indicate the policy of the State; that it could not go into operation for two or three years at least, and if he would be good enough to let it stand as it was, we would help him at the next session to get a district that would be satisfactory to him. With this understanding he withdrew his motion, received my earnest thanks, and in a few minutes the bill was through, a reconsideration voted down, and we were "out of the woods."

The fate of the bill depended upon Curtin's ability to hold Foster in check until the required forms of legislation had been gone through with, and there was not another man in the State at that time who could have successfully executed that manœuvre, or would have attempted it. The House was very still while the second reading was going on. and many eyes were turned curiously to those two prominent men so earnestly engaged in conversation, but very few understood what their colloquy meant. They had before them the remarkable spectacle of the Premier of an Administration and Head of a Department standing on the floor of an Opposition House holding the Opposition leader under moral duress against his will whilst passing a bill over his head—a piece of diplomatic audacity, skill and success without a parallel in parliamentary history that I ever heard of.

After the passage of the bill a member from my own part of the State who, at my earnest entreaty had kept quiet as a personal favor to myself, left his seat, and as he passed out into the lobby near where I was standing, I thanked him for his fidelity to his pledges. "Yes," said he, as he swept rather angrily past me, for it turned out that he had not expected the bill to get through, "and next winter you will want us to vote half a million dollars to establish these schools that the people do not want and have not asked for. You will bankrupt the State yet with your wild and visionary schemes. If anybody wants to teach school, let him educate himself at his own expense, as other people do."

As the bill was safely through, I could afford to take his rebuke in deferential silence. I mention this incident to show one phase of public sentiment with which we had to deal in those days. Ah! if we could have had half a million dollars to start with at that time, what weary years of financial difficulty and discouragement would have been saved to the pioneer founders of the first series of these schools.

As to the peculiarites of the plan, there was nothing new in the idea of establishing Normal Schools by districts. That had been often recommended; but to establish them as private institutions under State sanction and recognition was entirely original. It was new to Dr. Burrowes, and his utterances at the Williamsport meeting of the State Teachers' Association in 1856, and in Barnard's *Journal of Education*, show that his mind acted very leisurely in coming around to the new policy that was not in harmony with his prepossessions. But when once convinced of both the policy and expediency of the plan, he took a firm, strong grasp of its broad scope and capabilities. His address at the meeting of Inspectors to recognize the Millersville Normal School as a State institution, is a frank admission of the mistaken policy that had been pursued prior to 1855.

The swift rapidity of his work when called upon to prepare a bill was not, however, the inspiration of the moment, but the result of much previous thought and investigation extending through many years. The requirements in the bill for each school were but an enlargement of what he had officially recommended nineteen years before, and then multiplied by twelve designated districts having at that time a population of about 200,000 each. Mr. Bannan's letter had been in his hands some eighteen months, and the growth of the Lancaster County Normal School at Millersville, under the able management

of Prof. J. P. Wickersham, with whom during this period of development he had all the while very close advisory relations, seemed to indicate the probable success of this new plan. And so, when called upon in an emergency to give the plan organic shape for legislative action, he was ready.

The bill was made colossal in its requirements, because that was in harmony with Dr. Burrowes' disposition, as well as to meet the wants of the future, and also to prevent numerous unclassified schools and seminaries, with high-sounding titles and limited facilities, from seeking recognition under the act, when not at all suited to its intent and purposes.

Mr. Bannan's letter was a discussion of the general subject, without presenting a draft of a bill, and how far it harmonized in details with the law as it stands I am not able, after the lapse of thirty-seven years, to minutely indicate. I did not keep a copy of the letter, neither did Mr. Bannan, and the original manuscript was probably lost among the papers of Dr. Burrowes, as it was not returned to the Department. *Mais n' importe.* We have a Normal School system that is original with us here in Pennsylvania, and when it has reached its highest development in all the districts, it will be second to none and superior to most of those with which it could be compared.

It has been slow in reaching the standpoint where we now find it. For many disheartening years it was, in most cases, a disappointment to the friends of education and well-wishers of the schools, and justly much more amenable to criticism than commendation. But that gloomy transition period is over; they seem at last to have fairly swung out into the mid-current of educational progress, and, with fidelity to their trust and favoring public sentiment, all that was ever hoped for them promises to be fully and permanently realized in the coming years.

These institutions, if true to their mission, should become schools of pedagogical science of the very highest rank, with everything crude, superficial, or defective eliminated. No one can thoughtfully read the provisions of the law, and not realize the exalted ideals which it embodies. It is not in their grounds, nor their architecture, nor their physical appliances and accessories, however important and essential these may be as pre-requisites, that their value is to be found, but in the functions and life of the schools for the purpose for which they are intended.

Everywhere in the educational world it is fundamentally and eternally true that "the teacher makes the school," and nowhere is it more emphatically true than in schools established under State sanction and recognition for the "due training of teachers." Hence the corps of instructors should without exception always be persons of broad scholarship and the highest professional ability. Such men and women cannot be had except for a liberal compensation, and, as annual appropriations are somewhat precarious, the time will come when special endowments must be looked to, to sustain the professional work of these schools, and Senator Finney's forecast and sagacity in preparing the fourth section of the act to legalize and protect them will be recognized and appreciated.

It will be seen from the narrative that, so far as my knowledge goes, the suggestive paternity of our Normal School system belongs to Benjamin Bannan, he having suggested the original idea that they be made private rather than public institutions. The paternity of the bill, as framed by him for the Legislature, belongs to Thomas H. Burrowes. The official paternity of the system, as promulgated to the Legislature, and of the parliamentary plan of campaign which eventuated in the enactment of the law, together with the personal generalship that made that movement a success, belongs to Andrew G. Curtin. Let them be ranked in the educational world accordingly.

At the Millersville Harvest Home in August, 1857, I had the pleasure of announcing Dr. Burrowes' paternity of the Normal School law. It was at the climax of a speech in which I gave a rapid review of Normal Schools in Europe, Canada and the United States, and, coming down to Pennsylvania and finally to Lancaster county, said that, with the exception of the fourth section, which had been added in the Senate, and a few verbal alterations, the penning of this great Normal School Law was "the work of the President of this meeting, the Honorable Thomas H. Burrowes." This made a sensation, the audience having no suspicion as to his authorship of the bill. Burrowes was electrified, and happy in the public recognition which his great service in this cause had at last received. All the rest of the afternoon his face shone as if illuminated.

R PENNSYLVANIA FORESTS.

BY GOVERNOR HASTINGS.

Ladies and Gentlemen: "Arbor Day" s become a national institution. The me "Arbor Day" was first suggested the present United States Secretary of griculture, and was first observed in 72 in his own State of Nebraska. nce that time, public interest in Amer- an forestry has been growing. The in- ience of the public schools, of the sev- al State agricultural departments, and e general trend of public interest have en such that to-day but two States and e Territory fail to observe "Arbor ay." In Pennsylvania, Arbor Day was st officially recognized by a joint reso- tion of the General Assembly approved e 5th of March, 1887, followed by the overnor's proclamation fixing the dates r the celebration of the day throughout e State. The aim and purpose of the ovement are two-fold, tree preservation d tree planting.

The necessity for the preservation and inforcement of our forests is no longer en to argument. Our national exist- ce being in its youth, we have not thered all the experience of the passing nerations at home. Most of it came m other countries. At the time when r land was covered from Maine to the lf and from the Atlantic to the Alle- enies with unbroken forests, which sappeared before the woodman's axe d in response to the demand for cleared d wherein to plant corn and wheat and ereon to build towns and cities, the ler civilizations of Europe were study- g a different lesson. We were develop- g a tree-destroying instinct, while ance, Germany, Spain and Switzerland re realizing that there were in each untry certain exposed areas from ich, if the forests were removed, those d adjacent regions would cease to be oductive, and consequent famine would npel the populations to seek homes ewhere. The destruction of forests oduces arid soil. Arid soil is the father desolation; desolation is the forerunner depopulation.

France simply formulated her exper- ce, when by her laws she declared that trees were more necessary to the State than to the individual, and therefore the latter should not be allowed to destroy them at will.

The inhabitants of Persia, Egypt and Mesopotamia perished, in a national sense, with their forests; and both, in the ruins of their former glory, were a warning to after generations.

Oswald, a reliable authority, states that, since the beginning of the sixteenth century, the population of the four Mediterranean peninsulas has decreased more than fifty-five millions and the value of their agricultural products by at least sixty per cent., and that the rate of the decline from year to year bears an exact proportion to the decrease of forest areas of every district.

The same authority states that Afghanistan, Persia, Mesopotamia, Syria, Asia Minor, Greece, Macedonia and Northern Africa from Cairo to the western shores of Morocco—all countries which were once blessed with abundant forests and a glorious climate—are now either absolute sand wastes or the abodes of perennial droughts, hunger and wretchedness. Wherever statistical records have been preserved, it is proved beyond a doubt that misfortune commenced with the disappearance of the forest.

All the civilizations of Europe have long since enacted laws for the preservation of trees and for the re-establishment, in part, of the original forests. In England, as early as the seventh century, a law was enacted making it a penal offense to destroy oak trees, and those who did so clandestinely were fined thirty shillings. The sound of the axe was sufficient evidence for conviction, and the man who felled a tree under whose shade thirty pigs could stand incurred a double penalty.

Turning to our own land, no country equal in extent was ever better timbered, if we except the territory reaching from Lake Michigan to the Rocky Mountains. For the past two hundred years the American people, axe in hand, have waged a relentless warfare of extermination. They have devastated the forests of New England. They have swept away much of the value and the beauty of the forests of the Middle States. They have crossed the Alleghenies and attacked Ohio, Indiana, Michigan, Illinois and Wisconsin in their westward course, until they found the timberless plains of Ne-

ddress of Governor Daniel H. Hastings, on ur Pennsylvania Forests—The Necessity for ir Preservation," delivered at the Drexel In- ute on "Arbor Day," April 10, 1896.

braska and Kansas, and the treeless territory lying between the Mississippi and the Rockies.

The true American likes to follow those pursuits or engage in those business enterprises which pay. He has studied into the forestry question, has gathered the statistics, and is prepared to say that the general welfare of the country is more identified with the forests which cover the land than with any other feature of the earth's surface; that trees are the best friends of the soil in which they grow; that they are the guardians of its fertility; that they protect the fields from devastating floods and "cherish the springs that feed the streams."

In a commercial point of view the forests of this country present the most valuable crop raised in American soil. I have the authority of the National Department of Agriculture for saying that if you strip the American forests of their natural beauty, if you take from the American home the shelter, the shade, the beauty of form, of blossom, leaf and fruit, the harmonious relation with sky, sunshine and cloud, and estimate the value of American forests and then compare with other sources of wealth, the strength of the comparison will be all on the side of the forest's valuation. The value of the product of the gold and silver mines of the United States for the year 1894 is: Gold, $39,500,000; silver, $31,422,000. Total, $70,922,000. The most "recent and careful estimate," as the same authority says, of the value of the products of the nation's forests during the same year is $1,058,650,000, or fifteen times that of gold and silver. The same authority also asserts that if to the gold and silver products of that year the value of all other minerals, including iron, copper, lead, zinc, coal, lime, natural gas, petroleum, salt, slate and building stone be added, we would have obtained for the value of all our mineral products for the year 1894 the sum of $553,352,000, or only about one-half of the value of our forest products for the same year.

In Pennsylvania the average annual value of the timber crop for the last ten years has been $22,000,000, according to Professor Rothrock, the Forestry Commissioner, who is undoubtedly the best authority and at the same time the most enthusiastic forester in the State.

Most of Pennsylvania's timber crop, for many years, floated down our rivers during the spring freshets in the form logs, rafts, arks and other floating co binations of native wood, on their inv untary way to market, piloted by a bra reckless and romantic class of young m known as Pennsylvania lumbermen. T spring freshets brought forth these har men from their winter's obscurity in t forests where they prepared the timb for market and conveyed it to the ban of streams, tributary to the large rive The North and West Branches of t Susquehanna, the Allegheny, the M nongahela, the Delaware and the ma smaller tributary streams, have presente thrilling pictures of the passing of Pen sylvania's forests from headwaters t market.

So profitable has been the timber cro of the State that fully three-fourths of have been brought to market, and but li tle now remains of the grand timbe product of a century ago. The railroad have invaded the forests where th streams were not large enough to float th timber, and the portable saw-mill ha made havoc with the smaller timbe growth, as well as with the fish in th mountain streams.

There cannot be much objection to th removal of a tree after it gets its fu growth, if the removal be for a lawf purpose. Nor is it reasonable to expe the farmer or the landowner to give u his land to the raising of a timber cro that must take fifty years or more to ma ture. This is not what is asked for b the friends of the Pennsylvania forest Their desire is to see that all the land the State which is absolutely good f nothing else be utilized in growing tim ber. Commissioner Rothrock estimate that there are in the State a little ove nine million acres of woodland at th present time. He also estimates that the present rate of marketing, it will n be more than from twenty to twenty-fiv years until the marketable timber will b practically exhausted. He asserts th if the woodland of the State, that is, lan unfit for agricultural purposes and n worth more than an average of one doll per acre, were protected from further d struction by the hand of man, and fro forest fires, the timber value of the cro produced at the end of fifty years woul be worth, at present values, a billion an a half dollars, or an average of thirt million dollars per year.

Aside from the money value to th

State and the people, there are other and probably greater considerations to be taken into the account. This is perhaps the first generation in this State which has been brought face to face with the dangers and disasters of a timberless country. The removal of the marketable timber from our forests, thus cutting off one of the great industries of the State, and the contemplation of the fact that Pennsylvania is no longer able to supply her own inhabitants with the wood which they require, are, of themselves, at least discouraging. But, when coupled with the apprehension that further destruction of the forests will work perpetual harm to our boasted agricultural interests, the situation becomes truly alarming. It is a recognized fact that, of the waters which fall upon cleared areas, four-fifths are lost because it runs immediately out of the country, while four-fifths of the waters which fall on forest areas are saved, thus proving that, if the vast volumes of water which so frequently deluge the State, could be retained long enough to soak into the ground, destructive floods would be prevented, and the consequent loss of property and life averted. Two floods within the past eight years have occurred of unequaled proportions and destructiveness. Large areas of alluvial soil once tilled have been abandoned along the Juniata river because the repeated floods made it impossible to maintain fences or to mature the crops. This is true also of other river-bottoms in the State. During the past eight years the valleys of the Juniata and the West Branch of the Susquehanna have lost more than a million dollars in the bridges which were swept away. The recurring floods, overflowing the banks of nearly all our rivers, and the consequent loss of property, the personal danger, apprehension and fear, are quite enough to excite the most serious solicitude.

Pennsylvania, as I have said, possesses vast areas of mountainous territory which are of no value whatever as agricultural or mineral lands. They are, however, of untold value to the State at large because they contain the sources of many of our rivers. When the owners have removed the timber, the land is generally deserted; no attempt is made to restore a growth of timber, because it involves a period of time too long for private enterprise. Forest fires generally complete the work of destruction.

The sequel to the deluge is generally a low stage of water in our streams. In other words, low water most frequently occurs because what should have been hoarded in the ground has rushed out of the country in destructive freshets. The rainfall during the past season has been exceptionally small. There would possibly have been low water if every acre of the State had been clad with timber, but there could not have been such general and total suppression of springs and drying up of small streams if the water-sheds of the State had been properly covered with forests.

The great interests involved, in my judgment, make it essential that our forests be restored and protected wherever possible. The waste area should come under proper guardianship. No interests so important should be left in private hands. The State should feel the necessity, and it has the power to protect and restore. Let the State, first of all, provide adequate protection against forest fires. Let the care, preservation and rehabiliment of the vast forest wastes be espoused by the State, carefully guarding by compensation the rights of the private owner.

I would like to see in every township where forest destruction has begun to injure the perennial springs and water-ways or the fertility of the farm land, a reservation of say fifty acres on the water sources or highest elevation, covered with forest trees and dedicated to the public use and as a children's playground. If the township schoolhouse should be within the reservation or near it, all the better.

The National Government has already set apart large areas of timber land as forestry reservations. New Jersey has ceded her portion of the Palisades to the Government as a public reservation. New York already maintains large forestry reservations in the Adirondacks and the legislation needed to accomplish the same has met general, I may say, almost unanimous approval.

The question of pure water supply for large centres of population has become of absorbing importance. There is no guarantee of public health so effective as a pure water supply. The water from our mountain streams is almost pure. It contains neither filth nor other germs of disease. Whatever good may come from filter plants for the water of our cities, it is much wiser and better to provide in the

first instance water that is uncontaminated. This can be done by securing control of the headwaters of our larger streams, and for almost every city in the State at reasonable cost, all things conconsidered.

It would be well if every farm-owner would plant with shade trees every public and private road and every line, whether of field or farm boundary. If he can find a cheaper substitute for fencing than wood, which is continually decimating his timber reserve, it will add to the general advantage.

He is a wise farmer who plants fruit trees on every piece of ground not absolutely barren or otherwise necessarily occupied. In both instances their grateful influence will far more than indemnify for the vitalizing sunlight which they may intercept.

Again, educate the public sentiment to the point where no man will be disposed to cut down a tree that has not reached its mature growth, without making provision to plant one in its stead.

Let the township and village improvement societies see to it that every street and every lane is lined with shade trees. A tree is a great boon to man. It is an educator. Its beauty of form, limb, bud, leaf and fruit; its never ceasing grace in motion, its graceful shade, its silent companionship, and its struggle from the tender plant to the mature and sturdy monarch of the forest—these have an educating, a refining influence upon all who come within their shadow.

Trees are conservators of the public health. They are the great laboratories of nature. Their leaves absorb the carbonic acid and give out the compensating oxygen. They are the best and most effective sanitary agents. No man can live among them without absorbing their health-giving and inspiring influence.

Felix Oswald declares that upon one point Darwin and Moses agree, that man was not created in a desert or a city, but in a forest. The best place for him to-day to find rest, recreation and inspiration is in the health-giving atmosphere of the forest, where the music of the song birds, or the eloquent silence of its lights and shadows, brings him in closer communion with nature and nature's Creator.

In the State which we fondly call Penn's Woods, in the city of his founding, to-day has been planted a scion which is a direct descendant of that historic tree under which our peace-loving Founder extended the hand of friendship to the aborigines. Let the people of the State draw inspiration from this example. Let us become a tree-protecting rather than a tree-destroying people. Let us teach our children that the forests are nature's playground. Let us appreciate the present necessity and the duty we owe to succeeding generations to preserve and re-establish the forests of Pennsylvania.

FEARLESS AND HONEST.

"WELL, Sandy," said a fellow-passenger, who had befriended him during the voyage from Glasgow, "don't you wish you were safe now with your mother in the old country?"

"No," said the boy; "I promised her when I left I would be fearless and honest. I have her fortune to make as well as my own, and I must have good courage."

"Well, laddie, what can you do?" asked a kind voice behind him.

"I can be loyal and true to anybody who will give me something to do," was the quick response.

A well-known lawyer, whose experience with applicants for clerkship in his office had been unfavorable, had taken a stroll down Broadway to ascertain whether he could find a boy to his liking. A canny Scotchman himself, he had noticed the recent arrival of the Glasgow steamer, and he fancied that he might be able to get a trustworthy clerk from his own country. Sandy's fearless face caught his eye. The honest, manly ring in Sandy's voice touched his faithful Scotch heart.

"Tell your story," he said kindly.

It was soon told. Sandy's mother had been left a widow, with little money and a child to bring up. She had worked for him as long as she could, but when her health failed she had bought his passage to America and given him what little money she could spare.

"Go and make your fortune," she had said, "Be fearless and honest, and don't forget your mother, who cannot work for you any longer."

"I'll give you a chance," he said, "to show what there is in you. Write to your mother to-day that you have found a friend who will stand by you as long as you are fearless and honest."

Sandy became a favorite at once in the office. Clients seldom left the office without having a word with him. He attended night school and became an expert penman and accountant. He was rapidly promoted until he was his patron's confidential clerk. After sharing his earnings with his mother, he went to Scotland and brought her back with him.

"You have made my fortune," he said, "and I cannot have luck without you."

He was right, When he had studied law and begun to practice at the bar, his fearlessness commanded respect and his honesty inspired confidence. Juries liked to hear him speak. They instinctively trusted him. His mother had impressed her high courage and sincerity upon him. His success was mainly her work.

BUFFALO AND VICINITY.

THERE are probably few cities in the United States which offer more attractions as a summer home than Buffalo, which has been chosen this year as the place of meeting of the National Educational Association. Situated on Lake Erie and the Niagara River, it is constantly visited by cool water breezes. Still, even with this breeze, it might be very warm were it not for the way in which it is laid out. Tenement and apartment houses are fortunately few in number, most families occupying a whole house. Most of these houses have a lawn in front, be it large or small, and a "back yard." The City Fathers have done much to improve the Queen City by favoring an extensive park system and by asphalting the streets. The park, Front and Parade grounds, contain in all about nine hundred acres. One of the most beautiful and popular parts of the park is the Meadow, which is what its name implies, an immense grass plot. Making the circuit of the Meadow is one of the favorite routes with cyclists. Park Lake, also situated in the park, a beautiful sheet of water, is much used for boating. One of the features of the last two summers was the band concerts held two or three times a week by the military bands. For those who may not care to stay in the city, cheap and rapid transit to the suburbs and outside places is afforded by the trolley lines and excursion boats.

Besides the great point of interest, Niagara Falls, which may be reached by a trolley ride of an hour and a half, there are numbers of beautiful places along both sides of the river. Grand Island is one of the favorite resorts, and justly so, as it is reached by a beautiful ride down the river. Fort Erie, just opposite, is attractive, because of its connection with historical events. Very little of the old fort remains, much of the stone having been used to build the English Church, but enough is left to enable one to trace out the line of fortification. Farther up the Canadian shore is Crystal Beach, famed for its bathing and boating. On the American side is Woodlawn Beach.

It may not be out of place to speak, also, of the nearness of Buffalo to Chautauqua and its great summer schools. For those who wish to take the course, or who wish a lovely spot in which to pass their vacation, it is alike attractive. No member of the N. E. A. who spends the summer there will make a mistake.

Nature study has found recognition, and because of this a glance at the resources of the naturalists of Buffalo may be of interest to the members of the National Educational Association.

The Lake shores and the Niagara river are of peculiar interest to the lover of nature. The visitor may delight in the varied scenery and contemplate points of historic interest. Down the river the tourist delights in the view of the Falls. He crosses the river and wanders among the Dufferin Islands, goes to the Whirlpool, and is deeply impressed with the power of the wild waters imprisoned there. He may pass through the gorge on the trolley, which has opened it to others besides the adventurous spirits of the Field Club. On the way to the Fort are evidences of Indian civilization, antedating the erection of the Fort, and he picks up the "sinkers" left upon the shore. Toward the windmill is one of the sites of the flint workers, where chips, imperfect arrow heads and pottery may be found. The geologist reads another story of a still more ancient time, the tale of the rocks. For the botanist are many seaside plants, for the ornithologist his friends and in migration time many visitors from the coast.

In the gorge the marvelous effects of erosion may be read and much speculation indulged in as to its history, its connection with St. Daniel's Gorge, etc.

The flora of Goat Island is so extensive as almost to warrant a separate list of the plants composing it. At Foster's Flats the walking fern clothes the giant rocks which, dislodged from the cliffs above, lay strewn at their base.

Thus it is that the naturalist may know the river. Its banks are his richest treasure trove. Every foot of the way speaks in eloquent signs for him who knows how to read them. The river above the falls is interesting—Burnt Ship Creek with its aquatic life, Strawberry Island with its marsh wrens. The American shore of the lake is rich in fossils, and trilobites are not uncommon. At Athol Springs the writer was fortunate in finding a specimen of goniatites expansus and of othocerus, which must have measured at least eighteen inches in life, which are deposited in the museum of Natural Science in Buffalo.

The vicinity of Buffalo is considered by the naturalist as "the country," within a radius of fifty miles, because the places within it may easily be reached for a day's outing. The nearest points are the woods north of the city on the Tonawanda trolley lines, the creek at Williamsville, interesting geologically, and West Seneca with South Park. These are good half-day excursions. Next in distance is East Aurora, with its orchid swamps where cypripedium spectabile may be obtained in abundance, East Concord, famed for the fragrant pogonia, pitcher-plant and other treasures rare. On the edge of the circle is Portage, famed because of the gorge of the Genesee and as the home of things rare and beautiful; West Falls, with Pipe Creek Glen, a paradise of ferns; and Glenwood, rich in bird-life.

With so many points yielding valuable material, the naturalists of Buffalo are especially favored. Their position on the great water highway, which is taken advantage of by the sea-birds in their journeys back and forth, affords the finest opportunities to the ornithologist. The geological formation is peculiarly interesting, the botanical field vast and rich, while the fauna is extensive, though unfortunately confined to the smaller forms which can cope with unfavorable circumstances, though minks and the ermine are common at East Aurora.

Within the city of Buffalo much may be done in the way of Nature study. The city itself, the parks and Forest Lawn, offer opportunities for the study of bird life. In the park quarry is a pond rich in aquatic life. There are patches of woods adjoining the park where some plants may be obtained. At Yammertahl quarries the limestone, and the method of quarrying it for foundation stone, may be studied and also the striations of glacial action.

COMPULSORY EDUCATION.

BY NATHAN C. SCHAEFFER.

IT is a matter for congratulation that the bill providing for compulsory education, approved by Governor Hastings, is a much better bill than the one vetoed in 1893 by Governor Pattison. Under the proposed Act of 1893 a pupil might have played truant or been detained for work every week up to Friday noon, and if he had attended the last half-day of each week his parent or guardian would have escaped the penalty of the law. A punishment was provided only in cases of absence without satisfactory excuse for five successive days during any month of the school year. In the Act of 1895 the word "successive" was stricken out after the word "five." Moreover, provision is made for the appointment of an officer who can look after the truants and absentees, thereby insuring the enforcement of the Act if he is backed by public opinion.

The Pennsylvania school system is based upon the theory that the schools shall be kept as near as possible to the people. Our school laws vest most of the authority in a board of local directors elected by the people. The Judge of the court in one county recently asserted that he knew of no corporate body of men in the State of Pennsylvania more powerful than a School Board unless it was another School Board. The School Board is vested with power to select school sites, erect the buildings, employ the teachers, fix the salaries, levy the taxes, adopt the courses of study, select the text-books, after consulting the teachers, disburse the State appropriation, and determine whether the children of Pennsylvania shall have more than the minimum term

Address delivered before the Civic Club, by State Supt. Nathan C. Schaeffer, at a meeting held by the Departments of Municipal Government and Education, College of Physicians, Philadelphia, March 21, 1896.

schooling fixed by law. The Com-
lsory Education Act of 1895 further
larges these powers by authorizing the
hool Board to pass upon the excuses
ich are offered for non-attendance at
ool; thus it makes them, to some ex-
t, responsible for the future illiteracy
the people of this Commonwealth.
ence it is the patriotic duty of every
ter during the February election to
st his ballot for the best person to fill
e office of School Director, regardless of
ed, sex, color, or politics. Hence,
, in the enforcement of the Compulsory
t it is a matter of prime importance to
old public opinion. Without the sup-
rt of the people the compulsory law
ently enacted will remain a dead letter
on the statute books.

The day for arguing whether we should
ve a Compulsory Act or not has gone
. It is simply a question whether the
esent act shall be enforced or can be
forced. I am not here to apologize for
deavoring to carry out the law which
is my sworn duty to enforce. From
ery point of view possible to an execu-
ve officer you must admit that an honest
fort should be made to enforce the act
1895. If the law is a bad one, the best
ay to secure its repeal is to enforce it.
the law is a good one, of course it
ould be enforced. If it cannot be en-
rced, let us find the reason why. If
y of its provisions are inadequate or un-
ise, let it be amended. Perhaps the mere
tempt to enforce it will bring to light
e causes which now keep children out
school. The sooner these are known
e better it will be for the children as
ell as for the State. In one American
ty, when they began to investigate why
e children are absent from school, they
und upward of one hundred and twenty
o had never owned an entire suit of
thing. As soon as the charitable peo-
e learned the fact, the clothing was pro-
ded. It may be that the struggle for
ead keeps a child out of school. The
ner this fact is known the better.
ere is humanity enough in the churches
d charitable organizations of a great
y to look after the children who are
stitute of bread and clothing sufficient
go to school. If the absence of a boy
girl is due to perverseness, let us face
at fact honestly. Too many of our
oks on education ignore sin as a factor
the development of the child. The
w law contemplates provision for the
care of habitual truants. Reformers in education sometimes talk as if it were better for children to be on the streets than to attend schools taught by poor teachers. I incline to the belief that a school, if its sanitary conditions are not a menace to health, may be as mechanical in its routine as the schools of the Chinese, and still be a better place for a boy during school hours than are the streets and alleys with their tuition in things wicked and degrading. It is, of course, a matter of the greatest importance to put good teachers into schools. There is no better antidote to truancy than teaching which interests pupils in their work. Not only should the teaching be skillful, but the school-room should be made more attractive than the average home. South of Mason and Dixon's line I am told that when the days are bright and cloudless many colored boys prefer to bask in the sunshine, but when the days are rainy or cold, they go to school, because they desire a warm place to sit in. I have heard of other instances in which it was a question with the parents whether they should give their children enough to eat and send them to the coal-breakers, or less to eat and send them to school, where they would have a warm place to sit in. Other serious obstacles will have to be faced and surmounted. According to Mr. Kavanagh, Philadelphia has a small army of school children on half time, and the number is increasing, because in some sections of the city there are not as many seats as pupils. Let us bring the facts home to the people and try to create public opinion strong enough to remove the preventable causes which now keep children out of school.

The State Superintendent of another State recently went before a legislative committee to argue a school question. They told him they were looking at it from the taxpayer's standpoint, and they supposed he was looking at it from the teacher's standpoint. He replied that he was looking at it from the child's standpoint. It had never dawned upon their minds that children have any rights. No doubt they had often heard of children's duties which parents and teachers and older people have a right to exact. Very little has been said of children's rights, of which it is the function of the State to keep them from being deprived. Among the inalienable rights of children are the right to food, clothing, and shelter, which

the State secures to the poor in charity homes; the right to humane treatment by parents, guardians, or other persons in charge of them; and the right to grow into healthy and intelligent manhood or womanhood. The dwarfing effects of the factory upon growing youth are well-known. Laws have been enacted to prevent the employment of boys and girls under a given age. How far the right of the child to grow has been secured to it by legislation is evident from the census of 1890, as compared with that of 1870. In 1870 the number of children employed was 5.58 per cent. of the population; in 1890 it was 2.57 per cent. of the total. If the law can step in and say to society, You must not deprive the child of its right to grow physically, why may it not also say, You must not deprive the child of its right to grow intellectually? Public opinion should be led to view compulsory education from the child's side, rather than from the point of view of the taxpayer or the manufacturer.

Granting that every child has the right to an education, it will be helpful to call public attention to the statistics recently collected by the Commissioner of Education at Washington. From his report it appears that the percentage of illiterates to the total population ten years of age and over in Pennsylvania is six and eight-tenths. In the German Empire, the percentage of illiteracy as derived from the army recruits is less than one-fourth of one per cent. In all the countries of the German Empire attendance at school is made obligatory by law. To my mind, this is an unanswerable argument in favor of effective compulsory school legislation, if we accept the proposition that every child has a right to be educated and that it is a matter of the highest moment for the State to see to it that all its citizens shall be able to read and write.

Another argument in favor of compulsory education that can be pressed for the purpose of creating public sentiment is the bearing of education upon the industrial development of a people and upon the earning power of each individual. When at the close of the World's Fair, in London, it was found that the majority of the premiums had gone to the Continent, a committee of Parliament was appointed to investigate this result. When this committee made its report there was terror all over England. The report said that the educated labor of the Continent had wrested from England the supremacy over other nations in manufactures. According to the statistics of the report of the Commissioner on Education, the percentage of illiteracy in England is seven, as compared with one-fourth of one per cent. in the German Empire. A comparison of the statistics of Massachusetts and Pennsylvania points in the same direction. The percentage of illiterates among the native white population ten years of age and over is three and one-half per cent. in Massachusetts. Among the foreign-born whites and among the colored population the percentage is also in favor of the Bay State. With these percentages compare the fact that the average citizen of Massachusetts earns more money than the average citizen of Pennsylvania.

Certainly, if we look back over the educational development of Pennsylvania and the other States from 1870 to 1890, we have nothing to be proud of. Reckoning upon the basis of illiteracy to the total population ten years of age and over, Pennsylvania ranked twentieth in 1870, twenty-third in 1880, and twenty-seventh in 1890. If we base our estimate upon the percentage of illiteracy to the native white population ten years of age and over, Pennsylvania in 1870 ranked twenty-second; in 1880, twenty-fifth, and in 1890, twenty-ninth. In other words, if we conceive of a spelling class whose boys are named after the States of this Union, and who are ranked according to the percentage of illiteracy, we are compelled to admit that the other boys have been trapping the Pennsylvania boy, and that our boy is gravitating toward the tail end of the class. It will not do to ascribe our downward movement entirely to immigration from foreign lands. Many immigrants come from countries where the percentage of illiteracy is less than it is in the United States.

There are three elements in our population—native white, foreign-born white, and colored. The statistics show that the number of illiterates among the foreign-born whites is greater than among the native whites. Practically that does not change the problem. The city of Philadelphia is credited by the census of 1890 with 269,480 foreign-born inhabitants; Allegheny county with 153,078; Luzerne, with 64,103; Lackawanna, with 46,399; Schuylkill, with 31,533; the en-

tate, with 845,720. These people
ıeir children must be assimilated by
merican life; hence their children
l be educated.
; a matter of self-preservation with
ate to educate its citizens. In free
ıment, the people who rule or
to elect the rulers must be suffi-
y enlightened to cast their votes in-
ntly; otherwise the very existence
government is imperiled.
ional elections have sometimes
ontrolled by the foreign-born voters
large cities; hence there is ground
ırm in view of the illiterate foreign
who has not had sufficient time to
e the spirit of our free institutions.
different ways the State asserts its
to protect itself against danger and
ction. It inflicts death for treason,
onment and other penalties upon
who disturb its good order and
e. It punishes people for cruelty
ldren and to animals. Why should
sitate to punish those in charge of
d for depriving it of school advan-
and cursing it with illiteracy all its
If the laborer of to-day com-
of hard times, how much harder
e the lot of his children in the
ieth century, if they do not get an
tion equal to that of other boys
irls?
; never wise to follow the example
ostrich, which is fabled to bury its
ı the sand for the purpose of hiding
itself coming danger and destruc-
Although we have thrown open
or of the school-house to all per-
between six and twenty-one, fur-
l free text-books, increased our
aid to five and a half millions and
tal outlay for education to more
ighteen millions, we have failed to
pace with other States and other
in reducing the percentage of illit-
amoug our population. I for one
epared to supplement our present
ds by new methods. I look to the
n of Pennsylvania for help in this
r. In the days when Virgil wrote
icero spoke, a respectable matron
not show herself upon the streets
rovincial city unless she was borne
stout arms of German or Gallic
, whose duty it was to defend her
nsult and danger. But through the
nce of that band of pious women
ingered last around the Cross and
first to the open sepulchre on the
morning of the resurrection, and, through the influence of their successors in the Church, a change gradually came over men's minds, and woman, instead of being regarded as an intruder upon the street, is now welcomed as an angel of mercy, dispensing blessings in her course.

At this moment there rises before my mind's eye the picture of a woman clad in her royal apparel in the palace at Konigsberg. She has just finished a book on Education, and she is writing in her diary: "To-day I was reading a book for the people, by John Henry Pestalozzi. One feels at home in the Swiss village which he describes, and, if I had my own way, I would this night mount my carriage and roll off to Switzerland in order that I might, with tears in my eyes and with the warm pressure of my hand, thank him for what he has done for the education of the masses." She prevailed upon her husband, King Frederic William III., to send seventeen young men to study the methods of this teacher. On their return she visited the schools taught by these disciples of Pestalozzi, and encouraged by word and deed the effort to make education universal. When Prussia conquered Austria, the victory was ascribed to the needle gun. But in the Franco-Prussian War the best guns were on the side of the French, and the world at last saw that compulsory education along school and military lines had made the people victorious whose Queen had wept over a little book on teaching. Is Prussia the only country which can boast of queens interested in popular education? The fact that I was invited to appear before you this day is undeniable proof of the fact that the queens of American society cherish a deep interest in the problem of universal education, and that their hearts and hands will not be wanting in the movement to banish illiteracy from the Keystone State.

The name of Governor Wolf became immortal through his services in the cause of popular education. In his honor the children of Easton, by penny contributions, erected a memorial gateway to the public school grounds. In September, 1888, the city of Easton was dressed in holiday attire. The procession of children was viewed by Governor Beaver, the Superintendent of Public Instruction, Dr. Higbee, and thousands of spectators. In handing over the gateway to the State of Pennsylvania, Dr. Traill Green pro-

nounced it an appropriate memorial to the Governor, whose work will be a blessing to generations yet to come. "It is as stable," said Dr. Green, "as was Governor Wolf's character; and, standing open to receive the pupils of our schools, it symbolizes the door which opened for the admission of the children of Pennsylvania to the school-house." In thinking of that monument I have sometimes imagined Jesus of Nazareth, the Great Teacher, hovering over the entrance and saying to us all: "Go ye out into the highways and hedges, and compel them to come in." And when the men and women of this generation have failed to heed his voice or to provide sufficient school-room accommodations for all the children come ing through the open gate, my ears havheard the gentle voice, its tones transformed into those of solemn warning, proclaim: "Woe unto councilman or school official through whom offenses come. It were better for him that a millstone were hanged about his neck and that he were cast into the depths of the sea than he should offend one of these little ones."

ELECTRICITY.

THE GREAT EXHIBITION IN NEW YORK, POWER FROM NIAGARA FALLS.

TESLA, Edison, Westinghouse, Thomson, and scores of others, who have contributed most to modern electrical science, are all working earnestly and harmoniously together to make the coming show of electrical appliances, to be held in New York during this month of May, the most extraordinary scientific exhibition on record. It will cost $150,000 to install the various machines and apparatus exhibited. The total value of the exhibits will not be far from half a million dollars. The total cost will thus be nearly $700,000, including the rent of the building.

The National Electrical Exposition will begin May 4 and close May 31. It will be held "under the auspices of and in connection with the Nineteenth Convention of the National Electric Light Association," in the New York Industrial Building, which covers an entire block at Lexington Avenue and Forty-fourth street.

A feature that will appeal to those who love the marvels of modern scientific achievement will be the working model of the great electric power plant at Niagara. A miniature power house containing little dynamos, built to the exact scale of the monster originals, will be shown in section—that is, it will be cut in half, so that one may see an exact reproduction of the contrivances wherewith the mighty waterfall has been harnessed to the work of man. Sections of the great wheel pits, and the tunnel through which the waste water is conveyed to the river below the falls, will also be shown, and the whole will be in operation all the while so long as the exhibition is open. During an hour or two each evening, the wheels and dynamos will be revolved by means of power transmitted directly from Niagara itself.

Still further—and this will perhaps be considered the most wonderful feature of the Exposition—arrangements will be made for the telephonic transmission of the actual roar made by the constant falling of thousands of tons of water at Niagara, so that the solemn booming of the distant cataract can be clearly heard by those in attendance. Think of it: Nature's most impressive voice—a voice that has not been hushed since rivers began to run—is to be carried over hundreds of miles of copper wire, across plains and mountains and valleys, under and over running streams and through tunnels, to the very heart of the New World's greatest city, there to rise above and dominate the murmur and chatter of the noisy, sight-seeing multitude!

In order to accomplish this a big transmitter will be fixed at the bottom of the Niagara wheel-pit, and this will be directly connected with a long-distance telephone in the Industrial Building. There the sound will be so amplified by the megaphone as to give it a volume closely approaching that which is heard at Niagara itself.

This will be a continuous feature, as the telephonic current will pass over a regular long-distance wire; but the current for the operation of the model power house will be drawn from near-by sources during the most of each twenty-four hours. When, however, the Niagara current is turned on direct, it will be of sufficient volume to do a great deal more than operate the model. The surplus will be employed in different ways. On one or more evenings it will be used to illuminate the Bartholdi Statue of Lib-

erty in New York harbor. At other times the Western Union building and other prominent structures will be lighted up. Again, the current will be utilized in lighting harbor buoys, in signaling from Fire Island to Barnegat light, in lighting the exposition hall itself, and in working the Government code of signals from a mammoth balloon that will float above the Exposition building.

This balloon will probably be the most spectacular feature of the whole exhibition, especially at night, since it will then be brilliantly illuminated and will bear a flaming legend in letters large enough to be read at a great distance, describing the Exposition below.

In the transmission of Niagara's electrical current the fluid will be sent each evening over one of the commercial mains of the Western Union Company, President Eckert having offered the facilities of the fastest telegraph system in existence for that purpose. It will be the longest power transmission in the world, the wire being 462 miles in length. The greatest distance over which the mystic current is transmitted in Europe—from Neckar to Frankfort-on-the-Main—is only 110 miles.

Those who have followed the development of electric power transmission will remember that for years many electrical experts presisted in the declaration that it would require more copper than could be afforded by the world's entire visible supply to make a cable big enough to send power from Niagara to New York, and that when Tesla, a few years ago, announced his ability to perform this supposedly impossible thing, these same experts laughed him to scorn. But there is now no doubt that the transmission can and will be accomplished, since already, in a number of experiments, it has been found practicable to send a great volume of current from the Falls to the Hudson over a single "commercial main," Tesla's "two phase system," so-called, being the method employed. It should be said, however, that at this writing no one can determine how many horse-power will be transmitted, since the experiment has not yet been tried under anything like as favorable conditions as will exist during this exhibition.

Arrangements have also been made to turn it into one of the Atlantic cables, and then to utilize the energy of the big waterfall to flash a message under the sea from the American Republic to England. President Cleveland may then send greetings by cable to her Majesty, Queen Victoria, and inasmuch as Niagara's waters are international in position, the river forming a part of the boundary between the United States and Canada, it has been suggested that the courtesy of sending this message on the Queen's birthday, May 24, would be fully appreciated by Great Britain.

Further, it is expected that Mr. W. H. Preece, who has charge of the British telegraphic lines, will complete a circuit as nearly as may be around the world, and then messages may be sent by Niagara's electricity from the exhibition to eminent men on the continent of Europe. Mr. Depew will send the message over the long circuit.

Besides all these manifestations of the wire-harnessed power of Niagara, a model of the system of electric towage to be introduced by Mr. Frank W. Hawley on the Erie Canal will be shown. This will consist of a miniature canal, circular in form and filled with water, on which a number of models of the new steel barges now going into use will float. These little boats will be towed by a miniature model of the Lamb motor, running on cables strung from miniature posts, the whole being an exact reproduction of the new system in actual operation.

The exhibition will be opened by Governor Levi P. Morton in person, who, it is said, will ride from his hotel to the Electrical building in a carriage not drawn by horses, but propelled by electricity. He will connect the current of Niagara with the great electrical main of the Exposition, using the same golden key which was used for a similar purpose at the big Chicago fair.

Tesla's most interesting exhibition will be his famous oscillator, from which so much in the economical production of power is expected. Edison's will doubtless be his ingenious fluoroscope, by which it is possible, in effect, to see through solid substances following the discovery of Roentgen, whose photography through solids is to-day the most absorbing subject for scientific discussion. Of course there will be exhibitions in plenty of "X ray" apparatus.

Quite as significant as any feature of the exhibition that has so far been noted, will be the display of storage batteries. Reference is not now made to the show

of different forms and methods of electrical storage, which will undoubtedly be full and complete, but to the carloads of batteries charged with Niagara power that will be shown. This part of the exhibition was suggested by Mr. Frank W. Hawley, who believes that by the judicious use of the storage battery the cost of power in cities remote from the places where it can be most cheaply produced may be enormously decreased. "Suppose," said he in a talk with the writer, "that we were to take no account whatever of power produced by falling water, but were to confine our calculations entirely to power from coal combustion. Good steam coal is worth in New York, say $1.70 a ton. At the mines it is worth forty-five cents. The difference in price is what we pay for hauling the coal from the mine to the consumer. Now suppose we were to build a great power house at the mouth of the mine, so placing the boilers that the coal could be shot directly from the hoisting cars to the furnace grate bars. The steam generated by burning this coal could then be used to produce an electric current at much less cost in money than it could be produced for in New York or Chicago, Boston or any other centre of industry. With this current we could charge storage batteries. A sufficient number of these batteries to furnish a thousand horse-power for a day of twenty-four hours could be transported for much less money than it would cost to haul coal enough to furnish a similar amount of power for the same length of time. As fast as the charged batteries were exhausted, they could be returned for recharging. The saving would be great, and as the power-house at the mine continued in operation, there would gradually rise a great gray heap of ashes—the useless part of the coal, millions of tons of which are now hauled every year, over hundreds of miles of railroad tracks, at almost infinite waste.

"It seems to me," said Mr. Hawley, "that the economy of this plan of power production and distribution ought to be obvious to every one; and of course it is just as applicable in places where the current can be made by water power. It bears the same relation to long distance wire transmission that transporting petroleum in tank cars does to pipe-line transmission, and under certain conditions it may be the more desirable."

At all events, several carloads of storage batteries charged with Niagara power will be shipped to the New York exposition, and much of the current needed for the show will be derived from them; so that Niagara power will be almost constantly used, even during the hours when it is not transmitted over a Western Union commercial main.

Philadelphia Press.

SELECTION OF TEACHERS.

HOW SHALL WE SELECT TEACHERS FOR GRADED SCHOOLS.

BY WM. BROWER, M. D.

THE question is not by whom shall teachers be selected, for the Act of Assembly of April 11, 1862, clearly defines that question in the following language: "No teacher shall be appointed or dismissed in any common school district, except by the affirmative votes of a majority of the whole number of the Directors or Controllers thereof; and in each of said cases, the names of the members voting both in the affirmative and the negative shall be so entered on the minutes of the Board by the Secretary."

So much being settled, the question as to how—as to the best methods to be pursued by the Board of Directors in making a choice—is still before us. While the choice of methods has been relegated to the members composing the various Boards, the State has wisely restricted the choice of teachers to those applicants alone who have received either a provisional, professional, or permanent certificate, or who hold a Normal School diploma. And still further restrictions in the exercise of this choice are to be found in the digest of Pennsylvania school laws, edition of 1894, page 77, section 98, where the State Superintendent declares that family, political or church influence should never be permitted to swerve a Director from the line of duty in the selection of teachers, and adds that these have often been the bane of the exercise of the office in its highest function.

It is right here that we become impressed with the importance of a study of the How, or of what constitutes the best

Read before the Spring City Local Institute by Wm. Brower, M. D., President of the Board of Directors of Spring City, Chester county, Pa.

thod to be pursued by Directors in king a judicious selection of Teachers. e question how, has been answered in t at least by the language just quoted to how they should *not* be appointed; t is, not through family, political or irch influence. As to the wisdom inved in these restrictions we have only reflect that in order to have successschools we must have efficient teach. It matters not that our State approates anually five and a half millions of lars to aid our schools and perfect our iool system, if the selection of compet teachers is disregarded by Boards of ntrol. It matters not what liberal exditures are made in every district and rough, in the erection of the most comte school buildings, furnishing the ne with all the most approved modern pliances; if the Boards of Control disgard the selection of efficient teachers, se munificent expenditures of money well nigh wasted. So vital indeed is s question as to how we should select chers, that a failure in this particular on the part of School Boards to disarge their duty with intelligence and interested fidelity, defeats largely the ry purpose for which our school system s founded. We assert, without fear of ntradiction, that it is vastly more imrtant for the youth of our Commonalth that they should have good and icient teachers, than that they should permitted to study in magnificent iool buildings, with the best equipnts in the world. For a *good* teacher ll make a *good* school, even with the st indifferent surroundings; but an inferent teacher will not be helpful to the pils, though surrounded with all that can produce or money procure. A ul could be taught sitting at the feet a Gamaliel; a Socrates could teach in market, upon the street, or in the ide of the trees. To this prince of chers the appliances of the schools re not essential. Not that we should card them, but we wish to emphasize thought that Directors in their enthum may provide much that is helpful in king our public schools a success, and neglect the one thing needful, namely, ood Teacher. We, therefore, need not nder that the State Superintendent has ken of the possibility of this great trust ng abused, where family interests, pocal affiliations and church associations rp and bias our judgment as Directors.

The problem before us to-day is to seek some method, if possible, whereby these prejudices, with which we all as Directors are more or less tinctured, may be held in abeyance for the public good. We have written to a number of our Borough school authorities throughout the county, to ascertain the methods in vogue in these sister Boroughs, and are glad to say that we have been given points worthy our consideration from all. In some of our Boroughs the Board have a committee on teachers, and this committee, or these committees, keep in close touch with the Borough Superintendent or the Borough Principal, whose judgment they invariably seek in reference to the appointments to be made—not that this judgment is always heeded, but still it has weight with the committee in making up their decision as to the applicants.

Another suggestion along this line is, that it has been found expedient in some Boroughs to always recommend home talent where other qualifications are equal, to the exclusion of those outside the district, for two reasons; first, that other recommendations would not be so likely prevail as against those of the district; and, second, that there is a better assurance of retaining the teachers should they prove successful in their work. Another suggestion offered is, that it has been found expedient never to appoint a graduate directly from the High School; such applicant must have either attended school elsewhere, or have gone out and taught, thus making a record. You will observe that these suggestions are based largely upon the line of expediency; and, while this is so, it is well to remember that Boards of Control are often obliged to recognize this factor in the discharge of their duties.

Another suggestion that has been advanced by a competent observer is, that in some Boroughs the Principal of the High School, or the Borough Superintendent, makes several nominations for each vacant position, the Board making their selection of teachers from these nominations. This method removes all possibility of a doubt as to the supposed inefficiency of a teacher, and yet it leaves the Board their prerogative of selecting teachers. We can readily see that this method also reduces to a minimum that bane of our school control already referred to—family, church, or party prejudice—which so often warps our judgment as

Directors, and leads us away from the stern behests of duty.

Our subject, as you will observe, has reference solely to graded schools, and necessarily limits the discussion entirely to the selection of teachers in our Borough schools. To what extent then, if any, should Directors *counsel* with High School Principals or Borough Superintendents in the selection of teachers? To the dispassionate and candid mind there can be no question as to the wisdom of seeking the judgment and the approval of a Borough Superintendent as to the relative fitness of applicants to teach. The fact that he has been entrusted with the authority to superintend the interests of the Borough schools, presupposes that he is specially qualified for that work, and consequently that his judgment in reference to the needs of the schools is superior to that of any member of the Board of Control, who has made no special effort to qualify himself along this line. And what is logically true in regard to the Borough Superintendent holds also in large measure in regard to the principals of our High Schools. The fact that they are considered capable to exercise the principalship of Borough schools, necessarily presupposes that they are capable of understanding the needs of those schools, to a degree at least far above that of the individual members composing the Board. This being the logical deduction, it necessarily follows that a Borough Superintendent and a Borough Principal are both better qualified by years of preparation and by daily experience in school-room work to determine the special qualifications of teachers needed in the various grades, than can be any member of the Board who has not these qualifications. We regard these conclusions as axiomatic, and not requiring further discussion. What are the lessons then to be learned from these deductions?

First. That it is the part of wisdom for Borough School Boards not only to consult with Borough Superintendents and Borough Principals in reference to the selection of teachers, but to be governed largely by their recommendations.

Second. That Borough School Boards, in order to obviate as far as possible any undue bias or prejudice resulting from family, political or church association, should delegate to the Borough Superintendent or Borough Principal authority to nominate a stated number of available candidates for each vacancy that may occur in the corps of teachers from time to time, and that from the nominations thus made the Board should then proceed to select teachers for all vacancies.

WHY HE DID NOT WIN.

THE following true incident, though not a matter of great account, may have its suggestion for many readers:

It was the day for the public exhibition of athletic sports in Blank College. The grand stand was crowded with matrons and pretty maidens. Below, the faculty, the trustees, and fathers of the boys unbent from their grave dignity, and laughed over base-ball games and races of fifty years ago. Around the ring were crowded the students of a rival college. The men who were to take part in the "events" of the day wore close-fitting flannel suits of the college colors, white and blue.

Two brothers stood near each other. The breast of one was covered with gold and silver medals, the other had not one.

"Champion hundred yards dash," "First prize, L. L. tournament." "First prize, mile run," said a by-stander, reading some of the inscriptions on the medals. "How many of these things have you, Joe?"

"He has over twenty at home," said his brother eagerly.

"And you none, Tom? How is that?"

"Never could come in first. I think I shall take a gold bar to-day though. There is one I think I can do—the hurdle race."

"Oh!" cried a child's voice behind him, in a tone of bitter disappointment. Tom turned and saw a little girl seated by a poorly-dressed woman. Both were looking at him with startled, disappointed faces.

"Who are they?" Tom whispered to his friend.

"Bradford's mother and sister. One of the charity students. He's in the hurdle race. I suppose they thought the poor wretch would win the gold medal, and be asked to dinner with Prex to-night, along with the first-prize men."

"Yes," said Tom, thoughtfully, as he walked away. Bradford was a dull fellow, he remembered, and neglected by most of the students who were better clothed and better bred than himself. If

won this prize and appeared at ıident's state dinner, it would give him a standing, in future, the boys. A moment later, a o knew him called Tom to the and. "This will be the victor ırdle race," she said to the ladies , who smiled, while Tom blushed hed.

ɔorts began. One event succeeded

The hurdle race was called. d Bradford started together, but ısed him easily. All of the hur- e passed but one. Tom glanced w the strained face of the shabby and the child's tearful eyes, and the next instant tripped and fell, while Bradford leaped past him.

The president himself gave the prizes. The band played and the men shouted as he handed the gold medal to Bradford. Joe had, as usual, half-a-dozen prizes. Tom stood by without any.

But the president said to the lookers on: "There was nothing to trip that boy. He fell purposely that Bradford might win."

"Shall you not let him know that you know it?"

"No; the man who can conquer himself, even in a trifle, needs no other reward."—*Educational Independent.*

EDITORIAL DEPARTMENT.

SCHOOL JOURNAL.

LANCASTER, MAY, 1896.

ɔf men that ever wore earth about him was a oft, meek, patient, humble, tranquil spirit; e gentleman that ever breathed.—*Decker.*

ave stickin' in a tree, Jock; it will be growin' sleepin'.—*Scotch Farmer.*

EFFER. - - - - J. P. McCASKEY.

ery full and able opinion of Dep- Attorney General Elkin, to the ıt the Commissioners of the dif- ounties are in duty bound to e enumeration of the children be- ight and thirteen years of age, ıay the Assessors for their work he county funds, removes one of f obstacles to the enforcement of making education compulsory in e of Pennsylvania. The School ıent has forwarded copies of the to the Commissioners of every n the State, and these officers will small censure if they fail in the ınce of this duty to the unfortu- ldren of the Commonwealth. We ɔrtunate children, for the child eives no schooling by reason of d of its parents or guardian, or of its own perverseness, is cer- ınfortunate, and deserving of the care of the State which expends y millions upon its Common System. If illiteracy is an evil, ery person should acquire the ɔ read and write. Having ac- the ability to read, write, and cipher, the child is at least fitted to avail itself of the privileges which the printing press and the public library should make accessible to all classes of society in civilized countries throughout the world.

THE public schools of New York city are to be congratulated upon their triumph over the local spoils politicians. As was expected, Governor Morton has signed the Reform School bill, which legislates out of office all of the School Trustees, and concentrates the entire government of the schools in the Board of Education, which is to consist of 21 members, seven to be appointed each year, to serve three years without pay. A Superintendent, and as many assistants as may be required, are to be appointed by the Board. The Superintendent and his assistants are to advise the Board in regard to administration and courses of study, and also to nominate for appointment as Principals and teachers persons selected from an eligible list, and, on their recommendation, the Board of Education makes the appointments.

THE School Board of Reading recently dedicated the new girls' high school, erected at an expense of over one hundred thousand dollars. When President Howell handed the keys to Miss E. A. Stähle, the principal, rounds of applause were given by the audience, which was largely composed of her former pupils. Whatever is put into the girls' high school will afterwards appear in the lower schools and the best homes of the city.

WE make grateful acknowledgments to *Public Opinion*, Chambersburg, Pa., for "A Lay Preacher," by Mrs. Terry Cooke. Read that, if you read nothing else in this number. It is pure gold. Desire Flint's simple trust is very beautiful, and "Bible says" takes a deeper meaning from this homely, touching story. Who will publish a Bible reading book for the schools? Amid all the thousand and ten thousand readers and good books for supplementary reading, we need this most of all, because best of all.

THE results of the important election held Tuesday, May 5th, for County, City, Borough and Township Superintendents, to serve for the ensuing three years, will be given in our next number.

THE issue of this number of *The Journal* has been delayed in the printing office, by circumstances beyond our control. We had hoped to mail it earlier instead of later than usual. But early or late, it is, we think, one of the very best numbers of the current year.

THE School Board of Shippensburg has decided to erect an eight-room building. It will contain all the modern improvements and the latest in facilities for instruction. Then get the best teachers.

THE thanks of the Memorial Committee are due to Supt. Frank J. Noonan, the teachers, and the boys and girls of Mahanoy township, Schuylkill county, for their contribution to the fund. Education lies on many lines, and Supt. Noonan has presented this subject worthily to his schools. We congratulate him upon the broad and generous spirit in which he has done this. It is hardly less a duty than a privilege for pupils, as well as teachers and others, to aid in such a work. To teach them so—that they may give wisely, gratefully, and gladly—is to give training in the "higher arithmetic." There may be *too much for nothing* in our schools, so that the best results of education are missed, and in great measure lost—for these are of the heart and not of the head. Says Supt. Noonan: "Enclosed please find check for $30.75, amount contributed by the pupils and teachers of Mahanoy Township to the Dr. Burrowes Memorial Fund. Of this, $20.50 was the result of 'penny contributions' by the pupils on February 25th; the rest was contributed by the teachers at their last monthly meeting. We felt that it would not be right to deprive our boys and girls of the opportunity to contribute their mites to aid in perpetuating the memory of our noble benefactor; and, moreover, it was such an acceptable occasion to instill into their minds reverence for one who had labored for their welfare before they were born, that we felt it would be wrong to let it pass without taking advantage of it."

MEETING AT BUFFALO.

THE National Educational Association will hold its annual meeting at Buffalo, New York, as already announced, from Tuesday, July 7th, to July 10th. It will be preceded (July 3–7) by the meeting of the National Council of Education. The opening address before the general sessions will be upon Horace Mann, by Hon. Wm. T. Harris, the U. S. Commissioner of Education.

The department programmes, at 3 o'clock, on each of two days, all of which are of special interest and have been carefully prepared, are under the direction of experts. They include Education—elementary, secondary, higher, normal, art, music, industrial, business, physical, and in natural science, the kindergarten, child-study, and school administration. They are twelve or more in number, and very rich in matter to be presented.

The programme may be had by addressing Irwin Shepard, Secretary, Winona, Minnesota. The railroad rate will be one fare for round trip plus the $2.00 membership fee. Tickets will be sold July 5th and 6th, good for return not later than July 15th. Arrangements will be made for excursions at very low rates to all points east of Buffalo, including New England and the Atlantic coast. Inquiries as to excursions should be addressed to the Chairman of the Committee on Excursions, care Albert E. Swift, Secretary N. E. A., Buffalo, New York.

A recent circular may be had from Secretary Swift, of the local organization, which gives important information as to excursions, hotel rates and accommodations at Buffalo and Niagara Falls. Send for it, and, if possible, make your summer include the National Association and the unfailing wonder and beauty and power of Niagara.

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No. 597

STATE ASSOCIATION.

THE annual meeting of the Pennsylvania State Teachers' Association will be held at Bloomsburg, Columbia county, on Tuesday, Wednesday and Thursday, July 14th, 15th and 16th. The sessions will be held in the Normal School building, which will be general headquarters of the Association. In 1874 the Shippensburg Normal School was the place of meeting. The membership of the Association has changed somewhat in these twenty-two years, but we go again to the Normal School sure of a good session.

The executive committee are Dr. J. P. Welsh, Bloomsburg, chairman; Supt. E. Mackey, Butler; Supt. G. W. Weiss, Schuylkill Haven; Prof. J. M. Barton, Shippensburg; and Miss L. E. Patridge, Philadelphia. A good programme of exercises has been arranged, which will be given in our next number. The time was made as early in July as possible. An earlier date would have been chosen, but for the fact that the great meeting of the National Educational Association will be held at Buffalo, New York, during the preceding week, and it was desired to give the teachers of Pennsylvania the opportunity to attend both conventions. Summer excursion tickets can readily be had that will take in Buffalo, Niagara Falls, Watkins Glen, Bloomsburg, and other points. We hope to see Pennsylvania largely represented at both the State and the National Conventions.

SPRING ARBOR DAY.

WE call attention to the interesting and instructive address of Gov. Hastings on the "Forests of Pennsylvania" which is given in full in this number of *The Journal*. It was delivered in the Drexel Institute before a body of the most intelligent people of Philadelphia. The Governor prefaced his address by saying that he thought the occasion of sufficient importance to justify the reading of a carefully prepared written discourse. As there are probably more than seven thousand schools not in session on either of the spring arbor days, we suggest that when these celebrate Arbor Day in the fall, some of the advanced pupils be appointed to read this address for the benefit of the whole school. It is a matter of prime importance that the pupils in the rural schools, most of which close in March if not earlier, should gain correct views upon the value of our forests. The last proclamation of the Governor was printed not only by the secular press and the educational journals, but also in the religious newspapers of the State. The time is not far distant when people will consider the planting and care of trees a duty as binding as the performance of their religious obligations. Let all the teachers follow the example of the Governor in his efforts to diffuse information in regard to our forest areas and their value to future generations.

The day cannot be observed too widely. This year Philadelphia was interested as never before. Governor Hastings, assisted by Mayor Warwick, planted a tree upon the University grounds, a scion of the William Penn treaty tree. Throughout the State there seems to have been unusual interest manifested.

After instruction by Prof. J. C. Gable, to the boys' department of the Lancaster High School as to how they should do their planting, at 11 o'clock on April 10th one hundred and twenty-five trees were distributed by the principal. The planting this year also included forty hardy roses, which were set out on the 24th, the second of the two Arbor Days appointed by the Governor.

It is a great thing for boys and girls to have their thoughts directed to such work as this, and their own hands actually employed in doing it. So many people talk. What ought to be done, they may know well enough—but they leave other people to do it. One tree-planter—be he man or boy, or even a good, wide-awake girl—is worth tons of people who merely talk about it.

This is the twenty-third Arbor Day since Dr. Higbee introduced its observance into Pennsylvania—it has evidently come to stay—and this high school has observed every one of them by planting each spring or fall more trees than there have, at any time, been pupils in the boys' study hall; and by a formal programme of instrumental and vocal music and other exercises appropriate to the day, which will be remembered for a life-time with pleasure by those who have been present or have taken part in them.

Of this feature of the programme, the *New Era* says: "If the Young Men's Christian Association, or any other of the deserving public associations in this city,

could persuade Prof. Matz and Prof. Thorbahn and the pupils of the boys' and girls' high schools to give for the benefit of the Association such a musical entertainment, vocal and instrumental, as they gave on Friday at the Arbor Day exercises in the High School building, they ought to, and probably would, realize a handsome sum of money from the effort. At any rate they would give the people the opportunity to enjoy a remarkably fine musical treat, and one that nearly everybody could appreciate. Hundreds of our citizens have time and again paid a dollar and more to hear and see a musical entertainment not nearly so good as the one given yesterday, and which could have been heard by all who cared to go without costing a cent. It was a most charming entertainment, reflecting infinite credit on all concerned."

Prof. Matz made the study hall of the girls' department ring with his fine chorus of two hundred or more voices upon "Twickenham Ferry," "The Old Oaken Bucket," "A Wet Sheet and a Flowing Sea," Gounod's beautiful song, "Sing, Smile, Slumber," "Eve's Lamentation," and others. The orchestra, under the lead of Prof. Thorbahn, did very good work.

The committing to memory by the girls—the boys already knowing it—of Mary Howitt's poem, "The Spring," as it was taught to them orally by Mr. McCaskey, was an interesting and novel feature of the programme. The wonder is that, when good things can be learned so readily, there are few pupils who are able to recite a dozen brief poems after all their school going. The following is the text of the verses, which we commend to our young people as suggestive variety, and something better, perhaps, than even progressive euchre :

The Spring—she is a blessed thing!
She is the mother of the flowers,
She is the mate of birds and bees,
The partner of their revelries,
Our star of hope through wintry hours.

The merry children, when they see
Her coming by the budding thorn,
They leap upon the cottage floor,
They shout beside the cottage door,
And run to meet her night and morn.

They are soonest with her in the woods,
Peeping the withered leaves among,
To find the earliest fragrant thing
That dares from the cold earth to spring,
Or catch the earliest wild-bird's song.

The little brooks run on in light,
As if they had a chase of mirth;
The sky is blue, the air is warm,
Our very hearts have caught the charm
That sheds a beauty o'er the earth.

The aged man is in the fields;
The maiden 'mong her garden flowers
The sons of sorrow and distress
Are wandering in forgetfulness
Of wants that fret, and care that lowers.

She comes with more than present good,
With joys to store for future years,
From which, in striving crowds apart,
The bowed in spirit, bruised in heart,
May glean up hope with grateful tears.

Up! let us to the fields away,
And breathe the fresh and balmy air;
The bird is building in the tree,
The flower has opened to the bee,
And health, and love, and peace are there.

MR. SPANGLER'S ATTACK.

THE *Evening Star* of April 17th prints an address covering over seven columns, that was prepared by Mr. A. M. Spangler of the Board of Education of Philadelphia. It is a very severe attack upon the schools of our metropolis, and like all sweeping statements, gives an exaggerated view of the facts, leaving impressions in regard to the schools of the city as a whole which are no doubt incorrect, although individual cases may be found that are startling. Bad work and unsatisfactory results can be found in every system of schools upon the face of the earth. The danger of all who are not experts in school work, is to build very broad generalizations upon a very narrow basis of fact, thereby causing themselves and the public to indulge either in extravagant praise or undue censure with reference to the schools.

Mr. Spangler insists that children do not learn the meaning of the words in their books, and yet finds fault, because children are asked questions designed to test their knowledge of terms like the surface of the earth and the units of measure employed in denominate numbers. His remedy shows that he has done but little towards grasping the fundamental difficulty in our common schools. He imagines that he can cure the ills of the schools of Philadelphia by limiting the curriculum to fewer studies. His entire address does not reveal an apprehension of the fact that education re-

ts primarily from the play of mind on mind, from the influence of the art upon the heart, of the will upon the will, of the soul upon the soul. He s no adequate conception of the process intellectual starvation to which pupils e subjected when controllers have sis-rs and daughters and other near rela-ves or friends who are kept in the school-om as teachers, not because they are illful in the management and instruc-on of children, but too often because ey need the salary in order to live with-it becoming a burden to others.

A change in the curriculum amounts nothing unless it is backed by the em-oyment of the best teachers. *Teachers ould be elected solely on the basis of merit.* he moment this point is pressed home the controller he is apt to wince and k himself, consciously or unconscously, w many of his neighbors will begin to iticise his course, and to vote for some her man at the next election. Even ere the controllers are appointed, in-ead of being elected, they may be as nsitive to changes in public opinion as the changes in the thermometer. The lative importance of the teacher and e curriculum is ably discussed in an itorial in *The Press*, upon the "Curric-um of Teachers," which we quote tire, and commend for its sound peda-gic insight. It is as follows:

"Mr. Spangler, of the Board of Educa-on, in his speech last week, expressed e dissatisfaction of a large part of the ommunity with the results of our com-non school training. The curriculum as been 'enriched' in the last ten years. The scholars are found to be poor. In the past fifteen years, here and elsewhere, many new studies have been added to the common-school system. As the children who have been educated for six or eight years past under this system of multiplied studies come to examination in the high schools, their training is shown to be in-adequate. Mechanical as the old-fash-ioned training was, it produced certain definite results in spelling, arithmetic, writing, and the rest. The new does not give this, and it has not added as much in other directions, in general intelli-gence, as was expected.

"Whose fault is it? The curriculum, say the critics. What are the facts? In the early eighties the educational public awoke to the fact that in the best public school systems of Germany and France, particularly the former, much was taught from six to fifteen that is missed by American pupils. Grade for grade, means for means, pupil for pupil, the American boy or girl knew less, had studied fewer subjects, and was less well trained, than the French or German boy or girl.

"This was not pleasant. It was true. Instantly there sprang up a demand for new studies. With this came a call for new methods. This was inevitable. The old, slow drill took time. If new subjects were added to the curriculum teaching methods had to be changed. A less mechanical training which quickened the child's mind and led it rapidly was demanded.

"The changes were made as far as practicable. New studies were added, new methods adopted. A child in Berlin or Paris will still learn more and take more studies from the 6th to the 14th or 15th year than in Philadelphia, but the gap is not as wide as it was fifteen years ago. When our pupils, however, are crowded along the new full curriculum, the result is not as satisfactory as in foreign public schools. Why? Are the pupils duller? No; no one argues that. Is the curriculum fuller here? It is not.

"Are the teachers better trained abroad? They are. No one can deny it. The men have university degrees. Both men and women have a training superior to that enjoyed by our teachers. German and French teachers have a better general education and a better professional training. Of this there is no doubt: our teachers could not pass the German or French examinations prescribed for teachers.

"Bricks cannot be made without straw. Good schools are not possible without teachers highly trained. Our schools cannot be brought up to the best European level simply by adding to the curriculum. We must add to the qualifications of the teachers. Unless this is done 'enriching' the curriculum is sure to leave the pupils poor.

"But the remedy is not to render the curriculum as barren as it once was. The training of teachers must be enriched. It is to-day literally, lamentably true that Philadelphia gives its boys and girls a poorer common school education than either Berlin or Paris. This is wrong. It is fatal. Education is power. Education is wealth. The race between cities

turns and must turn on public education. Ours should be as good as any. It must be. There is only one way to make it so. Give the teachers better training. The Girls' Normal School is an advance on the past. It needs to be still more advanced. Above all, the number in it must be restricted to those it can train well. Our schools are suffering to-day from the over-crowded years in the Girls' High School, when it was too full to make thorough education possible. Yet no new high school was started. The city still has but one. It needs four. Our schools will never be satisfactory until the higher education of their teachers, both men and women, is improved all along the line. It is not that the curriculum is too full. The teachers are too empty. Their training is inadequate."

OFFICIAL DEPARTMENT.

THE COMPULSORY SCHOOL LAW.

OFFICE OF ATTORNEY GENERAL,
HARRISBURG, APRIL 14, 1896.

HON. NATHAN C. SCHAEFFER,
Superintendent of Public Instruction:

SIR: This Department is in receipt of your communication of recent date, asking for an opinion upon the question of the liability of the several counties of this Commonwealth for the pay of assessors who are required, under the Compulsory School Law, approved May 16, 1895 (P. L., 72), to make an enumeration of children between the ages of eight and thirteen years. The county commissioners, in a few instances, as I am informed, have taken the position that the county is not liable for the payment of the district assessors in making the enumeration of school children, for the reason that the Act of Assembly, which requires the work to be performed, does not provide, in positive terms, that the county shall pay the same.

It is contended by the persons who take this position that a county is never liable for the costs of a criminal case, or services of a public officer, unless made so by the express provisions of an Act of Assembly. The rule invoked is too strongly stated; it has its foundation in the history of criminal proceedings. Criminal actions were formerly prosecuted in the name of the king, who paid no costs. After the time of the Revolution the Commonwealth stood in place of the king. Hence the rule followed that it paid no costs without being required to do so by an Act of Assembly. It is quite true that the same rule has been applied to some extent in matters of a civil character, but its rigidity must be somewhat relaxed when applied to the ordinary affairs of a county.

A better statement of the rule may be found in the language of Justice Sterrett in the case of Wayne County *vs.* Waller, 90 P. S., 105, wherein it is stated: "In this State we have always proceeded on the safe principle of requiring statutory authority, either in express terms or *by necessary implication*, for all such claims upon the public treasury." If the rule that a county is never liable except upon the express authority of an Act of Assembly is to be of universal application, it would necessarily follow that many officers, who are now paid out of the county funds, would find themselves in the position of having no such express legislative authority upon which to base a claim for services against the county. A history of the legislation providing for the election of assessors, specifying the duties to be performed by them, and fixing their compensation, answers substantially the question your inquiry raises.

The Act relating to counties and townships and county and township officers approved the 15th day of April A. D., 1834 (P. L., 553), provides, among other things, for the election of township assessors. This is the parent act on the subject of township officers, the later ones being but supplemental to the original. Section 89 of said Act provides as follows:

"It shall be the duty of each assessor and assistant assessor to keep an account of the several days by him actually employed in the performance of his duties, and to make return of the same to the commissioners of the county, verified by his oath or affirmation, and for each day necessarily so employed he shall receive the sum of one dollar."

The Act of 1834, above mentioned, was amended by the Act of May 24th, A. D. 1887 (P. L., 195), wherein it is provided, with reference to the pay of assessors, as follows:

"It shall be the duty of each assessor and assistant assessor to keep an account of the several days by him actually employed in the performance of his duties, and to make return of the same to the commissioners of the county, verified by his oath or affirmation, and for each day necessarily so employed he shall receive the sum of two dollars."

The Act of June 16, A. D. 1891 (P. L., 298), provides for the election of an assistant assessor for the purpose of the registration of voters in townships and boroughs containing more than one election district wherein but one assessor for valuation re-

sides. This Act provides that the assistant assessor in each of the election districts shall perform all the duties relating to electors now required to be performed by assessors in boroughs and townships having but one election district. There is no provision, however, in this Act of Assembly as to the amount of compensation such assistant assessor shall receive, or who shall pay for such services. The Act is silent upon this important question. It has been the uniform practice of the counties, since the approval of the Act of 1834, to pay the assessors for the time spent in the performance of their duties as required by that Act of Assembly. For more than half a century the several counties of the Commonwealth have paid the assessors under the provisions of this law, although it is not specifically provided therein that the county is liable. The Act of 1887 increased the compensation of assessors, but remained as silent as the Act of 1834 upon the question of who should pay for the services rendered. Under the Act of 1891 the assistant assessors have been paid out of the county funds, although there is no express authority for so doing. But, under the rule laid down by Justice Sterrett, the county is liable by necessary implication.

Section 4 of what is known as "The Compulsory School Law" provides for the registration of all children between the ages of eight and thirteen years, which enumeration is to be returned to the county commissioners of the proper county, and by them certified to the Secretary of the School Board of the proper district, whose duty it is to furnish the principal or teacher of each school with a correct list of all children in his district subject to the provisions of this Act. It is then further provided as follows: "and the said assessors shall be paid a *per diem* compensation for their services, a sum equal to the compensation paid under existing laws for assessors of election, said services not to exceed ten days."

All assessors are township officers, and they perform such duties as the law requires of them. It is part of their duty to make a valuation of property, both real and personal, upon which taxes are levied. The registration of voters, the enrolment of men fit for military duty, the registration of births and deaths, and the enumeration of children between the ages of eight and thirteen years, are some of the duties to be performed by them under the provisions of various Acts of Assembly. The Act of 1834 and its supplements provide for the valuation of property and the registration of voters. The 111th section of the Act of April 13, A. D. 1887 (P. L., 44), provides for enrolment of persons fit for military duty. The Act of June 6, A. D. 1893, provides for the registration of births and deaths by the district assessor. In the performance of all these duties, the assessors act under the supervision of the county commissioners, and make a return to them of all work done under the provisions of law.

In my view of the question, Section 4 of the Compulsory School Law, requiring the assessors to make an enumeration of school children between the ages named, is an enlargement of the powers and duties of district assessors, and, since the work is done under the supervision of the county commissioners by authority of law, it seems to be a reasonable conclusion that the county is liable for the payment of the services rendered by the assessors. This construction is strengthened by the fact that the district assessor makes the enumeration of school children at the same time he makes a valuation of property for purposes of taxation and a registration of voters. The county is certainly liable for the time spent by the assessor in making a valuation of property and registration of voters, and, since the registration of school children is made at the same time, it would be very difficult to decide what portion of his time was spent in making the valuation of property, and how much of it was left to be devoted to the registration of school children. If the county should be held not liable for the payment of the services of assessors under the Compulsory School Law, then would we have the anomalous situation of an assessor being paid by the county for part of a day spent in making a valuation of property for the purposes of taxation and the registration of voters, while part of the same day, spent in the enumeration of school children by the same officer, could not be paid out of the county funds. This certainly was not the intention of the law, and there is no rule known to me that will require such an interpretation of this Act of Assembly. This position is substantially sustained in the case of Corr *vs.* Lackawanna County, 163 P. S., 57.

It is argued, with some force, that the Compulsory School Law concerns cities, boroughs and townships, and that the county should not be liable for the enforcement of any of its provisions. While there may be something of equity in this position, it is legally unsound. The same objection could be raised as to the payment of asssessors who make a valuation of the property in a district. It is the custom of nearly every school district in the Commonwealth to take the valuation of property made by the assessor and returned to the county commissioners as the basis of the tax levied for school purposes. It has never been contended, however, that the county should not pay the assessor for his services in making the valuation of property because the school district received the benefit of that service, and made its assessment of taxes upon the valuation thus made. It was no doubt the intention of the framers of the Compulsory School Law to provide an easy and convenient method of obtaining the enumeration of the school children of each district between the ages of eight and thirteen years.

It was apparent to the legislative body that this could be most readily done by the assessors at the same time they performed their other duties. Hence the law imposed this additional burden upon the district assessors, and required that they should make return of their work to the county commissioners, and provided the same compensation for that service as for other services under the law. To hold, under these circumstances, that the county is not liable for the payment of the district assessors in making the enumeration of school children, would be doing violence to every principle of justice and to all rules concerning the interpretation of statutes.

I am of opinion, therefore, that the district assessor, in making the enumeration of school children and returning the same to the county commissioners, under the provisions of the Compulsory School Law, is entitled to receive his *per diem* compensation for this service, taken in connection with such other services as he performs under the authority of law, out of the funds of the proper county.

Very respectfully yours,
JNO. P. ELKIN,
Deputy Attorney General.

THE NORMAL SCHOOLS.

THE annual examinations at the State Normal Schools will be held as follows:

West Chester, Tuesday, June 9th, 9 a. m.
Mansfield, Tuesday, June 9th, 9 a. m.
Edinboro, Monday, June 15th, 9 a. m.
Slippery Rock, Monday, June 15th, 9 a. m.
East Stroudsburg, Monday, June 15, 9 a.m.
California, Wednesday, June 17th, 9 a. m.
Kutztown, Wednesday, June 17th, 9 a. m.
Shippensburg, Monday, June 22nd, 9 a. m.
Indiana, Monday, June 22nd, 9 a. m.
Clarion, Monday, June 22nd, 9 a. m.
Lock Haven, Wednesday, June 24th, 9 a. m.
Bloomsburg, Wednesday, June 24, 9 a. m.
Millersville, Wednesday, June 24th, 9 a. m.

ITEMS FROM REPORTS.

BERKS—Supt. Zeehman: At a meeting of the executive committee of the Berks County Teachers' Union, we agreed to start a "Teachers' Circulating Library." The books are to be kept in the Superintendent's office. All teachers of the county can take out books for at least a month. The books must be of a nature suitable to the profession of teaching. We seem to think that we can secure all the leading works on teaching in a year's time. The committee is very enthusiastic over it. Some have promised to furnish five copies.

BLAIR—Supt. Wertz: Numerous flag-raisings occurred in various parts of the county during the last month. The attendance in many of our schools has been lessened by sickness. The Blair County Teachers' Association met at Bellwood, February 29. There was a good attendance and the discussions were interesting.

CHESTER—Supt. Walton: The Savings-bank system goes along quietly and in some sections the returns show continuous industry. The Brandywine school in Pennsbury township, with only about fifteen pupils on the roll, has collected nearly $300 since the system started in March, 1892. In Coatesville over $3,000 has been collected. To a large extent this represents money which would otherwise have been squandered. The connecting of the outbuildings with the school houses has been introduced in all the districts in West Goshen township except one. It works well. The arrangement at Philadelphia Road school house is well worth examination by directors desirous of equipping rural schools so as to reduce obscenity to a minimum, and give pure morals and proper hygiene an opportunity to develop.

CLARION—Supt. Beer: Local Institutes were held at Shidpenville, Foxburg, Callensburg, and Cherry Run. The interest is still increasing. Dr. Holbrook, of the Clarion Normal, did good work for us at Callensburg. At Shippenville, R. R. Snyder, Rev. Wm. Frampton, and other citizens took part; at Callensburg, Rev. King and Rev. Shaner made addresses, and at the other points many citizens participated in the meetings.

CLEARFIELD.—Supt. Youngman: The new school-house at Ramey was dedicated March 25th. A great crowd assembled to honor the occasion. Speeches, songs and recitations were the order of the day. The community may well be proud of the building and the improved facilities for the education of the children which it affords.

COLUMBIA.—Supt. Johnston: The last Local Institute for the year was held at Berwick, March 7th, for the township of Briar creek and borough of Berwick. Prof. C. H. Albert, of the Bloomsburg Normal School, gave two excellent addresses on "Educational Unfoldings" and on "Moral Training;" Miss Haney gave a practical address on "Music in Schools;" essays were read by John Houck, Miss Sadie Hagenback, and E. S. Martz. A good class drill in geography and one in physical culture were given, and class work in chemistry by the class of '96, Berwick High School. There were also recitations and singing by pupils of the various schools. The meeting was well attended and successful.

CUMBERLAND—Supt. Beitzel: An interesting educational meeting was held at the Hockersville school of Miss Eyster, on the evening of February 20th. H. H. Weakley was chairman and made an excellent address. An hour was occupied by the school and the rest of the time devoted to addresses by citizens and the County Superintendent. A number of other meetings and flag-rais-

ngs were held, all well attended. The School Board of Shippensburg purpose erecting a new building, designed to contain eight rooms, 27 x 33 feet, but only the four lower rooms will be furnished at present, the second floor being left in one room for assembly purposes until needed for school rooms. It is contemplated fitting a portion of the basement as a play and lunch room for the scholars in inclement weather. The building will cost about $9,000, and it is hoped will be ready for occupancy at the opening of the schools in September.

DAUPHIN—Supt. McNeal: Our country schools have nearly all closed for the year. The work throughout the county, on all lines, has been carried forward quite successfully. Upper Swatara extended the term from seven to eight months. Jackson and Upper Paxton enlarged the playgrounds about several of their school buildings. In Rush the yards were graded and fenced, and a set of the People's Cyclopedia put into each school. Several districts purchased reference books and additional apparatus and appliances for carrying on the work of the schools. The teaching has never been more skillfully or more thoroughly done than during the present term. The institute work has been carried on with marked success. Derry, South Hanover, East Hanover, Lower Swatara, Jackson and Wayne have held monthly district institutes. Well-attended and enthusiastic local institutes were held at Williamstown, Wiconisco, Lykens, Gratz, Berrysburg, Millersburg, Halifax, Penbrook, Linglestown, Piketown, Steelton and Royalton. In most of these meetings we had the assistance of instructors from abroad, and the teachers took an active part in the exercises. The semi-annual meeting of the School Directors' Association was held at Hummelstown, February 8th. The executive committee prepared an excellent programme that gave rise to interesting discussions on a number of practical school topics. Mr. E. C. Felton, General Superintendent of the Penna. Steel Works, was elected president, and Mr. C. A. Reehling re-elected secretary.

ELK—Supt. Deveraux: Jones district, Horton, and Benzinger, each held a Local Institute, conducted by local talent. The teachers are very much interested in these meetings, and are taking an active part. The attendance is good, and the benefit derived by the teachers and exerted upon the community is undoubtedly great.

FRANKLIN.—Supt. Zumbro: The final examination of pupils who completed the course of study in the ungraded schools was held March 21. Eighty-two were examined, and all except six passed and were awarded diplomas. The work done by these pupils was very satisfactory. Our schools, except those in the three boroughs, are nearly all closed, and we are pleased to say that the workings of the graded system far exceeded our most sanguine expectations.

FULTON—Supt. Chestnut: Many of our schools are now closed or closing. Of a total of seventy-eight schools, seventy-seven were visited twice and a few the third time. The general average of marks was much better than in previous years.

JUNIATA—Supt. Marshall: A successful Local Institute was held at East Salem. The committee had a good programme. On Friday evening the work was done by directors, teachers and the County Superintendent. On Saturday evening Rev. A. N. Raven, of Mifflintown, delivered his popular lecture, "Some Neglected Life Lessons." Rev. Raven has shown unusual interest in our Local Institutes, having lectured at Walnut, East Waterford and East Salem. His lecture is highly entertaining as well as instructive. All the schools except those of the boroughs are closed. There have been three changes of teachers in the county during the term. One teacher left the profession to became the "queen of the home;" another resigned on account of not being able to govern his school; while the third resigned to accept a more lucrative position. Successful teachers were elected to fill these vacancies, and the term was finished to the satisfaction of all interested.

LACKAWANNA—Supt. Taylor: On account of sickness and bad weather, some time was lost this month. On March 14th a Local Institute was held in Fell township, where some good work was done. The new building in Taylor borough was dedicated March 9th. A programme of music, recitations, etc., was rendered by the scholars, and short addresses were made by members of the Board, the Principal of the schools, and the County Superintendent. The attendance was large.

LANCASTER.—Supt. Brecht: During the year East Hempfield erected a modern, one-story, two-room house at Rohrerstown. The building is of brick, cellared, heated with hot air, and furnished with the best desks, blackboards, and appliances in the market. Conestoga township also put up one of the neatest school-houses, in its architectural plan, that may be found in the rural districts of the State. This building is frame, has two rooms, contains a directors' and book room, and has a basement cellar under the whole house. Both houses have ample grounds, properly graded, and so planned as to insure the largest freedom and protection to the pupils. In the single house built in Ephrata township the water-closets are put under the roof of the main house, and so constructed that pupils can reach them from the school-room without exposure to outside weather conditions.

LEBANON.—Supt. Snoke: All of our schools, excepting those of Jackson, Cornwall, Independent and West Lebanon, have closed. Quite a number of our teachers are attending State Normal Schools or other institutions of learning. A very successful

Institute was held at Kleinfeltersville by the teachers and directors of Millcreek and Heidelberg districts. Dr. B. F. Zerbe, one of the most progressive directors in the county, delivered an address which elicited commendation from all who heard it. The teachers did their work in a highly creditable manner. The sixteenth anniversary of the Excelsior Literary Society of Avon was held March 27th in the evening. This society has won reputation for itself, and the anniversary celebration added to its laurels.

LEHIGH.—Supt. Rupp: During this month I held five examinations for the advanced pupils of South Whitehall, Weisenburg, Lynn, N. Whitehall and Hanover. Those pupils who made an average of 70 per cent. and over were awarded a township certificate, signed by the President and Secretary of the Board, by the teacher and the County Superintendent. Those who made less than 70 were rejected. The examinations were somewhat easier than the teachers' examinations of last year. In each case all the directors were present, and many of the patrons of the schools.

LYCOMING—Supt. Becht: The mid-winter meeting of the Lycoming County Teachers' Association was held at Hughesville on Saturday, February 22. It was probably the largest meeting in its history. The morning and afternoon sessions were devoted to the discussion of educational questions, and in the evening Fred. T. Ikeler, Esq., delivered an excellent lecture on the subject "Agitators." Principal Dundore, of Hughesville, arranged for the entertainment of the teachers who attended. Much of the success of the meeting was due to his untiring efforts.

MIFFLIN—Supt. Cooper: Most of our country schools are closed. Several closed with entertainments. The Belleville school purchased a new Mason and Hamlin organ with money raised by entertainments. I spent considerable time in the Lewistown high school and was pleased with the teaching. The graduating class will consist of ten girls. I believe one of the most serious mistakes made in the employing of teachers, is to pay the inexperienced and unqualified the same compensation that the experienced and well-qualified teacher receives.

MONROE—Supt. Serfass: Local Institutes have been gaining popular favor throughout the county, and the teachers, with few exceptions, have responded to their names whenever they appeared on the programme. I believe that the principle of self-activity applies to teachers as well as to pupils; accordingly the work of the Institutes was distributed among the teachers.

NORTHUMBERLAND — Supt. Shipman: March 14th, a well-attended and interesting Local Institute was held at Springfield, in Coal township. Teachers' meetings have been held in this district and several others every two weeks during the term. Several of the Mt. Carmel teachers were present, also Supt. Dean and one or two teachers of Mt. Carmel borough. Annual grade sheets were placed in the hands of all the teachers, to be filled out and returned immediately after the closing of the term. These reports give information pertaining to classification, branches taught, relative standing of pupils, attendance and statistical data that will greatly aid in making a more definite report of the schools at the end of the school year. Twenty central examinations were held March 28th, for all pupils in the *advanced* grade of country and village schools. These were conducted by committees of teachers appointed by the Superintendent. As far as heard from, the plan was a success; much interest was aroused in school-work. The country schools have about all closed, and many of the teachers have already gone to Normal Schools and other educational institutions to prepare themselves the better for next year's work.

PERRY—Supt. Arnold: Most of the country schools closed this month, and several of the borough schools. It is to be regretted that these boroughs, at least, do not have longer terms. A term of seven, or even eight months, is not too long for the towns, which, at present, have only a six months term. Penn is the only township in the county having a term of over six months. On the whole, the year has been a very satisfactory one, and little complaint has been heard. We believe that the great majority of our teachers manifested a desire to improve and do good work. The attendance, except during February and March, was remarkably good. During the last two months much sickness prevailed in different parts of the county. Two schools in Kennedy's Valley, Tyrone township, were compelled to close a few days before the end of the term on account of scarlet fever. Mr. Oliver Brown, for many years a director in Carroll township, died March 28th.

SCHUYLKILL—Supt. Weiss: Held five Local Institutes, two in January and three in February—at Rington, Union township; Sacramento, Hubley township; Red Church, West Brunswick township; Hetzel's Church, Washington township; and Tower City. All these meetings were successful in every respect. Unusual interest was manifested by teachers and citizens. The large buildings were filled to overflowing, and at several places many were turned away for want of standing room. The teachers and directors of the various districts took an active part and favored the institutes with addresses, essays, class-drills, special drills and music. Teachers exhibited creditable school-room work of pupils. Deputy Supt. Henry Houck, Dr. A. R. Horne, Dr. Eckels, Prof. A. C. Rothermel, and Prof. J. G. Krichbaum favored us with lectures.

SOMERSET—Supt. Berkey: With the exception of Meyersdale, Somerset and Berlin, all the schools of the county are now closed. The term reports from the teachers show an

excellent record of attendance and thorough grading throughout. Many of our teachers have already gone to one or other of the State Normal Schools as students. Meyersdale is preparing to build a fine brick schoolhouse of eight rooms, at a cost of about $15,000.

SULLIVAN—Supt. Meylert: All the schools have now been visited. Fewer failures have been found this year than ever before. Teachers and pupils seem to be much in earnest. In a few districts the schools have already closed. "Term reports" have been forwarded to all the teachers as the first step in the adoption of Supt. Berkey's graded system. Prof. L. L. Ford, of Philadelphia, contemplates establishing a Teachers' Summer Normal and Special school at La Porte. He has associated with him Dr. G. F. Stradling and Prof. John W. Moyer, of the same city, and Dr. J. W. Bowlus, of Pittsburg. The success of the movement seems assured. The term will begin June 29th, to continue six weeks. The school will prove a great benefit to our teachers.

UNION—Supt. Johnson: Pupils were examined on the course of study and will receive diplomas in the following districts: Gregg township, three; White Deer, four; New Berlin, one; Independent, one. Upon the whole, I have found the schools progressing finely. Less complaint has come to my notice this year than at any other time of my service as superintendent. I hope this may continue, so that my successor, upon his induction into office, may find the work in a satisfactory condition.

VENANGO—Supt. Bigler: Five Local Institutes were held during February, all of which were well attended and full of interest, both to teachers and citizens. They were held at Sunville, Dempseytown, Polk, Cherrytree and Rockland. Two very successful meetings were conducted by the teachers of the schools of Petroleum Centre and Salem. Excellent programmes were carried out, including recitations by the pupils and speeches by citizens and prominent men of the county. The exercises in each place were concluded by the presentation of handsome flags to the School Boards of Cornplanter and Cranberry districts respectively. These occasions are becoming quite numerous, and are very enjoyable. Venango county is not lacking in patriotism.

WARREN—Supt. Putnam: Local Institutes were held during February, at Columbus, Russell, Sugargrove, Enterprise, and Kinzua. A large number of teachers and patrons were present at each meeting, and much interest was manifested. On the evening of March 26th, an educational mass meeting was held in the borough of Warren. None but adults were admitted, and the Opera House was filled to overflowing. Five-minute speeches were made by those in school work and many of the leading citizens. The idea of the meeting was to bring the parents into closer touch with the schools. The results were more important than had been anticipated; much good will certainly come from the meeting. Prof. W. L. McGowan, of the Warren schools, deserves great credit for inaugurating such a movement. Educational matters have been a leading topic of conversation since the meeting. A leading citizen has offered to fully equip a manual training school, if the directors will provide a suitable building.

WAYNE—Supt. Kennedy: I have found schools for the most part in good condition. During the winter I have attended eight Local Institutes, and in addition to this have given seventeen evening lectures.

BETHLEHEM—Supt. Farquhar: An unusual event of the month was a social gathering of the teachers and directors, with their wives, on February 21st. Last summer the Board purchased quite a full supply of physical apparatus; and it was early suggested that at some time the instructor in physics should entertain the directors and teachers with an exhibition of laboratory work. A programme was arranged, consisting of instrumental music, readings, recitations, and the performance of a number of interesting and striking physical experiments. The occasion was an enjoyable one indeed, and wound up with an entertainment for the physical man provided by the directors.

BRADFORD—Supt. Miller: A City Institute was held on Thursday and Friday, March 26th and 27th. During the first half day the teachers of the different grades held separate meetings and discussed matters pertaining to the work of their grade. A number of patrons and members of the School Board attended the session and took part in the discussions. Supt. R. R. Rogers of the Jamestown, New York, schools gave an interesting talk to the teachers. The School Board at their last meeting decided to erect and equip two additional houses in the sixth ward.

BRISTOL—Supt. Booz: Forty-eight books were added to library, making the total number 465.

COLUMBIA—Supt. Hoffman: An educational rally was held in the opera house on the evening of January 24. A large number of the patrons and friends of our schools attended. Addresses were delivered by Dr. N. C. Schaeffer and Supt. Jos. S. Walton, of Chester county. The meeting was a success and will result in good to our schools. Dr. Schaeffer visited all of our schools while in town.

DANVILLE—Supt. Houser: A course of University Extension lectures on the "Poets of the Revolution Age," was given in the high school room by Dr. W. Clarke Robinson to the satisfaction of his hearers. Many are again inspired to prosecute their study of literature in the future. The high school course of study has been revised and the new one unanimously adopted. Three years' work is now given in the natural sciences, two in Greek, German and literature, three in history, and four in mathematics and Latin. Besides this work are included economics, book-keeping, commercial law, and parliamentary law. The latter will be taught mainly in connection with the Lincoln and Garfield literary societies of the school, which meet every week.

DU BOIS—Supt. Greene: A district institute for Du Bois and the surrounding townships was held here February 14 and 15. Prominent educators were present, among whom were Dr. R. H. Holbrook, late of Lebanon, Ohio, and Co. Supt. A. M. Hammers, of Indiana. Supt. Hammers delivered one of his illustrated lectures on Friday evening to a large audience. With the proceeds of the lecture a $56 set of Johnson's Universal Cyclopedia was purchased for the high school library. There were in all about sixty teachers present at the meeting, which was perhaps the best district institute ever held in this part of the county. Very satisfactory work is being done by teachers in all departments. We have an earnest and conscientious corps of teachers throughout. Their aim seems to be to work in harmony with the superintendent and each other in promoting the welfare of the schools. I must say, the prosperity of the schools is beyond expectation. During the past month a teachers' elocution and training class was organized and conducted by Mr. A. C. Lindsey, of the Emerson School of Expression, Boston. About twenty teachers took advantage of this opportunity of increasing their ability to teach reading. The improvement in the teaching of this branch is very apparent.

ERIE—Supt. Missimer: One of our school buildings, destroyed by fire a year ago, was rebuilt and enlarged from eight to ten rooms. It was re-opened this month. The building is one of the finest in the country—ventilation, light, and interior arrangements perfect; contract price, $26,800. Another building of the same plan will be finished in June, and so be ready for use next September.

FOSTER TWP. (*Luzerne Co*).—Supt. Gabrio: Our percentage of attendance has been reduced by sickness. Our local institutes are well attended by the teachers and citizens. The Dr. Burrowes Memorial Fund received attention at our last session. After some discussion it was decided to make a contribution, which will be sent in later. The walls of some of our schoolrooms are shabby from age, but the teachers and pupils have come to the rescue with appropriate pictures and decorations. Mental arithmetic, primary history, and primary geography are being pushed to the front. These are new branches in this township.

HARRISBURG.—Supt. Foose: Plans have been adopted for the erection of a twelve-room school building in the eastern part of the city, for a twelve-room building in the northwestern part, and for a four-room annex to the Downey building in the northern part. Steps have been completed for the annexation of a large portion of territory lying northwest of the city. This will add several thousand to our present population, and will considerably increase the enrollment of the schools.

HAZLETON—Supt. Harman: On the 22d of February we dedicated our handsome new building. Hazleton has honored herself in the erection of two modern and complete buildings within three years. The latter is a twelve-room brick structure, and cost something over $50,000; the High School building erected two years ago cost about $45,000. About 5000 persons were present at the dedication; the day was perfect for such an occasion, and enthusiasm and patriotism combined to give us a "high tide" in educational affairs. The "A" grammar school of the new building gave an entertainment in their auditorium which was attended by nearly 600 persons; the net receipts were $129.77, which will be used to purchase books for their library.

HAZLE TWP. (*Luzerne Co*).—Supt. Mulhall: The month of February offered exceptional opportunities to teachers and superintendents having the proper desire to stimulate in pupils the sentiment of patriotism and the nobility of good citizenship, as exemplified in the lives of the great Americans born in this month—Washington, Lincoln, Longfellow, and others. The history of these illustrious men is rich in material for talks and lessons on American patriotism; and yet in how many schools is the occasion entirely ignored or the events altogether unthought of. In the course of my visits during the month I referred to these incidents in a number of schools, and it was a pleasure to note the interest that was manifested by the pupils in those little off-hand talks. The following questions have been assigned to our teachers to discuss at our next Institute: "How you introduce common fractions and how you teach the subject." "Your plan of teaching writing and how you secure good, careful writing, mentioning the most difficult points met with in teaching it." "Features and matters connected with discipline, methods, and general school-room work which you have found to give most trouble." "Busy work, the kind you use, how you use it, and when its valne."

HOMESTEAD—Supt. Kendall: A teachers' Institute was held during the month, with a Friday evening session and two sessions on Saturday. Dr. R. H. Holbrook, of the Clarion State Normal School; Prof. J. D. Meese, of the California State Normal School; J. Q. A. Irvine, Principal Etna schools; Supt. Samual Hamilton, and others, delivered addresses. Class drills in reading and beginning fractions were given by local teachers, forming one of the most interesting parts of the proceedings. The meeting was pronounced the best ever held here.

HUNTINGDON—Supt. Benson: School visitations to the number of 476 were made during the month by directors, superintendents and citizens. Many of the rooms were beautifully decorated on the 21st of February, and programmes suited to the day following were rendered. A delegation from the G. A. R. Post visited the rooms and favored many of the schools with interesting and instructive talks. The Board is rapidly completing arrangements preliminary to the erection of a new High School building.

MAHANOY TWP. (*Schuylkill County*).—Supt. Noonan: The attendance of pupils in our evening schools is quite encouraging, the average attendance since their opening two months ago being 310. Fourteen teachers are employed at a salary of $25 per month. The length of sessions is two and a half hours. Our "penny contributions" by the pupils on February 25th, in aid of the Dr. Burrowes Memorial Fund, netted $20.50, to which $10.25 was added by the teachers, making a total of $30.75.

MIDDLETOWN.—Supt. Weber: The Board has asked the voters of Middletown for authority to increase the bonded indebtedness of the district $20,000 for the purpose of building an annex,

30x40 feet to our High School building. The proposed annex will give us six additional school rooms and a High School room on the third floor. As we have now four schools in rented rooms, the improvement is needed. The pupils of our High School bought the Century Dictionary and Encyclopedia in ten volumes, to be paid for out of the funds of the Literary Society. A year ago the society furnished the school with the International Encyclopedia in fifteen volumes. "Heaven helps those that help themselves." Our commencement exercises will be held on Tuesday evening, May 19th, when twelve girls and four boys will receive High School diplomas. Between forty and fifty will be promoted from the Grammar rooms into the High School. During the past three years, over ninety per cent. of the pupils entering the high school, complete the course. Three pupils of the class of '96 entered the Junior Class of the C. V. N. S., with the expectation of graduating in 18,7.

MT. CARMEL—Supt. Dean: Profs. M. C. Ihlseng and H. H. Stoek, of the Mining Department of State College, spent two days with us giving talks to our schools and educating our miners in evening talks made very plain by experiments. They are both hard working men, full of life and interest, capable of inspiring a desire to secure more comforts for the miner, and showing how it may be done at less expense to the operators. Their visit to us will enable us to induce our pupils to remain longer in school, and, we hope, be the means of urging some to push up into higher education. Crowded rooms again force us to build this summer an eight or ten-room building, and the necessary steps have been taken to push this work. During this year music has been taught in all grades. Our teachers are trying to work up in music, feeling that the higher part of our nature should be cultivated as well as the money-making power. It is to be hoped that some arrangement can be made with neighboring towns, whereby we can have the benefit of a trained supervisor of music one week in a month Churches are doing a certain work to elevate, and music in the schools has also a very important mission and becomes one of the strongest means of discipline.

NEW CASTLE.—Supt. Kane: At the February meeting of the Board a committee was appointed to secure plans for a new ten-room building. It is the intention of the Board to get the building under way as soon as possible, in order that it may be ready for occupancy by September. Our teachers are becoming interested in the subject of "Child Study," particularly with reference to the sight and hearing of the children in the schools. This subject was discussed at the general teachers' meeting, and many have expressed a desire to form a Round Table for the discussion and study of this important subject. We hope to enlist some of the mothers and physicians in this work.

NEWPORT TWP. (*Luzerne Co.*)—Supt. Dewey: The teachers of Newport joined the Nanticoke teachers and held an interesting Institute, February 29th, in the Nanticoke high school building. On Friday evening, Prof. Geo. P. Bible, of East Stroudsburg, delivered his lecture on "Elements of Success," to a large and appreciative audience. He also recited several selections. Miss Jeannette Jones, of Nanticoke, gave a vocal selection that was well received. The audience seemed well pleased with the evening's entertainment. The instructors on Saturday were Co. Supt. T. B. Harrison, on "Some Factors in Education;" Prof. Bible, on "The Teacher's Experiences;" Prof. Chas. A. Albert, on "Educational Unfolding," and "Moral Culture"—two talks; Mrs. Lucy Booth, supervisor of drawing in Newport township and in Scranton, a recitation and an address on "The Public School and its Influence," and Prof. T. J. McConnon, of Wilkes-Barre, who performed a number of experiments in elementary science. Several prominent teachers from neighboring districts were present. The several addresses were rather practical than theoretical, and the teachers will undoubtedly be benefited.

SUNBURY—Supt. Oberdorf: At the February election the two boroughs, East Sunbury and Sunbury, by a practically unanimous vote decided to consolidate, so that we now have a population of about 10,000, with a school population of about 2,000. The School Boards of the two boroughs will hereafter meet in joint session, but by a series of resolutions unanimously adopted at a recent meeting of the united Boards, it was decided that the directors of the two districts should constitute a Board of Supervision, each in its own district, until the end of the present school year; that each high school should have its separate commencement exercises as heretofore; that each Board should have charge of its own finances, issue orders, and settle all accounts up to June 1st, 1896, the auditors of each district auditing accounts to said date; and that after June 1st, the consolidated Boards should organize and make all necessary arrangements for the work of the next school year. It was unanimously agreed also to proceed at once to the selection of a site for a Central High School building, and to make all necessary arrangements for the erection of the same during the coming summer. Dr. Clarke Robinson is now delivering his University Extension course of lectures on "The Poets of the Revolution." The lectures are well attended, and so well liked that it is proposed to have a second course on Shakespeare.

TYRONE—Supt. Kauffman: Quite a number of our teachers are making arrangements to attend summer schools, that they may be better equipped for next year's work. For the benefit of teachers who for various reasons cannot attend school elsewhere, there will be organized special classes in vocal music, drawing, methods, psychology and school arrangement. Those desiring a review of the common branches will have the opportunity to do so. Our schools are doing excellent work. During the month the initiatory steps were taken for the organization of anti-cigarette and anti-tobacco leagues in our schools. Mrs. Frances B. Wharton, superintendent of Narcotics in the W. C. T. U. work, and Mrs. Jacob Boger, of Tyrone, aided us by their co-operation. Very many of our boys, in fact, the majority of them, joined the league. We are gratified and encouraged by the outlook in this important phase of our work. Our high school is doing excellent work. The opposition to our four years' Latin course is gradually dying away. Fourteen of senior class are studying Greek.

OH, WHAT IS THE MATTER WITH ROBIN?

AUNT CLARA.
From "THE NURSERY."

Lively.

1. "Oh, what is the matter with Robin, That makes her cry round here all day? I think she must be in great
2. "He carried them home in his pocket; I saw him, from up in this tree: Ah me! how my lit-tle heart
3. "Nor I!" said the birds in a cho-rus: "A cru-el and mischievous boy! I pit-y his fa-ther and

trou-ble," Said Swallow to lit-tle Blue Jay. "I think she must be in great trou-ble, Said
flut-tered For fear he would come and rob me! Ah me! how my lit-tle heart flut-tered For
moth-er; He surely can't give them much joy; I pit-y his fa-ther and moth-er; He

Swallow to little Blue Jay. "I know why the Robin is cry-ing," Said Wren with a sob in her
fear he would come and rob me! "Oh, what little boy was so wick-ed?" Said Swallow, beginning to
surely can't give them much joy. I guess he forgot what a pleas-ure The dear lit-tle rob-ins all

D.S. "I guess he for-got that the rule is, To do as you would be done

breast, "A naugh-ty bold rob-ber has stol-en, Three lit-tle blue eggs from her
cry; "I wouldn't be guil-ty of rob-bing A dear lit-tle bird's-nest—not
bring, In ear-ly spring-time and in sum-mer, By beau-ti-ful songs that they

by; I guess he for-got that from Heav-en There looks down an All-See-ing

D.S. to last verse only.

nest, A naugh-ty bold rob-ber has stol-en Three lit-tle blue eggs from her nest.
I," I wouldn't be guil-ty of rob-bing A dear lit-tle bird's-nest—not I."
sing, In ear-ly spring-time and in sum-mer, By beau-ti-ful songs that they sing."

Eye, I guess he for-got that from Heav-en There looks down an All-See-ing Eye."

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IT is time that "hoodlumism" should go from our colleges. It should be dealt with as it deserves, without fear or favor, by the civil authorities if it is beyond the power of college officers to cope with it. In the past month there have been serious cases of rowdyism in at least three large institutions, in one resulting in fatal injuries to two or three students. It has even spread to some of the girls' colleges, and we have had the edifying spectacle of young women (we cannot write ladies), tearing each other's hair and garments and retiring on the appearance of officers of the law, ragged and bleeding, from the fray. Public sentiment has been too lenient with such outbreaks. We have been too much inclined to say: "Oh, it's only a college scrimmage." Such weaknesses in our higher institutions of learning do not tend in the direction of good citizenship. The sooner young people who are temporarily associated in large numbers for purposes of education learn that they are under the same bonds to keep the peace as other citizens, the better for the entire politic.—*Education.*

WHEN Marshal Ney was taunted with the fact that the Imperial nobility had no pedigree, he proudly replied, "We are ancestors." There is a grand thought for you. If your ancestors did not do the best for you, will you not profit by your knowledge of this fact and do the best for those who shall look back to you as their ancestor? Supposing that your parents in their youth had said, "I will take care of my health so that my children may be born with vigorous bodies; I will make good use of my intellect so that my children will inherit an added capacity for acquiring knowledge; I will obey all laws of morality so that my children will, by inheritance, tend toward virtue;" and supposing that you, with healthful bodies, keen intellects and upward tending moral natures, were reaping the reward of their moral natures, would you not bless them for it?—*Dr. Mary Wood-Allen.*

THE way to teach a pupil how to measure lumber is not to give him a rule for board measure and then set him problems in which that rule is to be applied, but rather teach him to find the area of any rectangle by means of finding the number of square units in a row on the base and the number of rows indicated by the altitude. He is then able to find the area of a board, a plastered wall, or a tract of land. Thus by getting a theoretical knowledge of a law of mathematics through concrete application of that law, he is in possession of the power to put himself right in the midst of a hundred difficulties, among which the simple power to "work board measure" would be of little assistance. That kind of work is most practical which often, at first, is considered to be the least practical. Thought-power and thought-habit are the most practical things in the world. A rational understanding of a few of the processes of arithmetic is of more real practical benefit to a man than a large collection of specific ways of doing specific things in specific kinds of business.

Again, it would be hard to write an arithmetic that would be considered practical by any two men engaged in the same kind of business. Should you go six representative business men and get the method by which each computes interest, and ask each his opinion as to the method used by any one of the others, not letting him know but that it is a schoolmaster's method, and ten to one he will urge that it is not practical. This illustration will, I trust, in part answer the question, "Why are our arithmetics not more *practical*?"—*Shoemaker.*

"Two teachers may have each a half hundred boys and girls of all ages. Each has the same amount of knowledge as far as an examination can disclose it, but one does a work a thousandfold nobler than the other. One addresses the spiritual side of the pupils, the other leaves it untouched. It may be that this is done unconsciously; it may be that he is as needy for the money stipend as the other; but the fact remains that he has touched springs of motive wholly unknown to the other." This is admirably said. It would be a grand thing for the future of the schools and of the country if every teacher could be led to test the value of his or her own work by the springs of motive that are daily being touched, the impressions that are being made and left upon the spiritual side of each of the pupils.—*N. Y. School Journal.*

IN a recent lecture at New Haven on "Lincoln and his Cabinet," the veteran journalist, Charles A. Dana, spoke of the several members of that body as men of superior qualifications for their respective positions, who were not always satisfied with Mr. Lincoln's decisions; "but he was always master of the house," because "the greatest man of modern American history, perhaps of all mankind."

IT may not be generally known to our readers that the old Liberty bell has been taken down from the place where it was suspended in Independence Hall, Philadelphia, and placed in a handsome square pavilion made of quartered oak and glass. It is now in the middle of the east room of the old Hall, occupying seventy-two square feet of floor space, and is the most striking of all the Colonial and Revolutionary relics there exhibited. The case is made of selected quartered white oak, is 5 feet 10 inches square and 10 feet high, with a front of 12 feet in height. On each of the four sides is a large plate glass over 4 feet wide and 7 feet high in the centre. At each corner is a bronze pillar surmounted by neat carved work, while over each of the glass sides is an arch with the names of the thirteen original States carved, that of Pennsylvania being on a keystone. The bell and its columns rest on a truck which fits snugly inside the case and appears to be simply a floor. The top of the truck is of polished quartered oak, and is four feet square. Beneath are four rubber-tired wheels. The supports are on the north and south sides, so as to give a clear view of the bell from the entrance. On the north side the whole side of the case is made to swing open, and a key to it is held by the man in charge of the room. The rail on that side is left unfastened, so that in case of fire it can be thrown out at once, the door opened and the truck with the bell dragged quickly from the building.

THE essence of Christianity is not to love holiness for happiness, but to love holiness more than happiness, to choose sorrow to win purity, to obey as if there were no hell to fear or heaven to gain, simply because in harmony with God.

THE difference between opinions and convictions is the same as that between a steamship without the fires under her boilers, and a steamship with a full head of steam on. The first may float for a time toward the haven, but it is because the wind or tide chances to be in her favor; the other drives her prows with conquering force against wind and wave and tide toward the home port because there is a mighty energy within.

WHEN I was a small boy at school, sixty years ago, all the scholars had to read aloud twice a day; the several classes studying while they read, and toeing a chalk line. The books used were the New Testament and Lindley Murray's English Reader. The standard instruction imparted was very limited, but very good so far as it went, namely, "Speak distinctly, and mind your stops." Every boy read, at a time, but a single verse of the New Testament, or a single paragraph of the English Reader; the "master" himself first reading a verse or a paragraph each time the reading went

around the class. Such early training in reading as I have described is the best possible preparation for the more elaborate expression demanded by the higher literature. And we shall not have a true, honest vocal interpretation of literature until we return to this early honest reading. I say "return," for, so far as my knowledge goes, there is a plentiful lack of it, at present, in the schools.—*Corson.*

A LARGE part of the number of those who leave school before graduation might be saved, if held to their work by personal love and magnetism of some teacher. President Gilman of Johns Hopkins University gave a good definition of what makes an educated person when he said every man should be taught how to provide for a household and every woman how to manage one. One reason why the world is not reformed is because every man is bent on reforming others, and never thinks of reforming himself. Thank God every morning when you get up that you have something to do that day which must be done, whether you like it or not. Being forced to work and forced to do your best, will breed in you temperance, self-control, diligence, strength of will, content, and a hundred virtues which the idle will never know.

NOT the greatest man is the most independent. The highest is that which needs the highest, the largest that which needs the most. Not the largest or strongest nature feels a loss the least. An ant will not gather a grain of corn the less that his mother is dead: a boy will turn from books, play, dinner, because his bird is dead.—*George Macdonald.*

A bigot cares more for a straw pointing his way than for a hurricane blowing another way.—*Exchange.*

HE that will not permit his wealth to do any good to others while he is living prevents it from doing any good to himself when he is dead, and by an egotism that is suicidal and has a double edge, cuts himself off from truest pleasure here and highest happiness hereafter.—*Colton.*

THE key note was struck by Gladstone when he said: "What is really wanted is to light up the spirit that is within a boy. In some effectual degree, there is in every boy the material of good work in the world; in every boy, not only in those who are brilliant, not only in those who are quick, but in those who are stolid, and even those who are dull." Now if every teacher in the land did but fully realize the truthfulness of this statement, it would be a grand stimulus to him to put greater effort than he has ever done before to develop in the boy the power to do something and to be something in the working world.

GOOD advice is more easily given than taken. Many a superintendent who thinks himself quite competent to give good advice to his teachers in their methods of work is not himself open to the receiving of good advice from his teachers. It is well to bear in mind that he who cannot accept advice graciously, is not likely to be able to give advice acceptably.

IN the February *Atlantic*, Rose Hawthorne Lathrop gives "Some Memories of Hawthorne," especially her childish recollections of her father's life in England, from which we take the closing sentences: "In our early experience of English society my mother's suppressed fondness for the superb burst into fruition, and the remnants of such indulgence have turned up among severest humdrum for many years; but soon she refused to permit herself even momentary extravagances. To those who will remember duty, hosts of duties appeal, and it was not long before my father and mother began to save for their children's future the money which flowed in. My father's rigid economy was perhaps more unbroken than my mother's. Still, she has written, 'I never knew what charity meant till I knew my husband.' There are many records of his having heard clearly the teaching that home duties are not so necessary or loving as duty towards the homeless."

THE series of Parents' Meetings, which are being held in Cheltenham, Montgomery county, says the West Chester *Local News*, should be adopted in other sections. They are of very great benefit in promoting the interests of education. It is a well-known fact that the parent must co-operate with the teacher if the best results are to be obtained in our public schools. And yet how general is the neglect of this knowledge! It is sometimes assumed that teachers are not anx-

ious to have the schools under their charge visited by those who, next to the pupils themselves, have the deepest interest in the success of educational work. A Cheltenham director, who recently made a few remarks on the relation that parents bear to schools, spoke truly when he said: "The object of Parents' Meetings is to bring about a closer sympathy between patrons and schools, and keep them in touch with the new methods of school work. If the children are not taught to-day as the old folks when they were young, it does not follow that the teaching is not as good as formerly, but a wider study of the problems of education and a deeper insight into the true nature of the child enable the teacher of to-day to do his work in a more rational manner. That man is foolish who claims that a cold, rattling, swaying stage-coach is better than a passenger train. With the parents' hearty co-operation, the schools will continue the good work they are now doing, and increase in power to do it well."

FROM the correspondence of the *Carlisle Volunteer*, March 18th, we take this paragraph: "In speaking of Governor Ritner and his son, I am reminded that it would be a notable tribute to the Governor's memory and to that of his compeers, Thomas H. Burrowes, Thaddeus Stevens, and Charles B. Penrose, the champions of our free schools, to erect a suitable monument. I recollect when quite a small boy to have heard that Governor Ritner received many petitions not to sign the revised free school bill. A number of the petitioners not being able to write their names made their mark, on seeing which the Governor said he wanted no better evidence that the people of Pennsylvania needed a little more education."

Dr. Burrowes was Secretary of the Commonwealth under Governor Ritner, and it was then that he organized the Common School System of Pennsylvania. A few weeks since a noble portrait of him, richly framed in gold, was placed in the Department of State on Capitol Hill, in commemoration of his distinguished service in that office—*just sixty years ago!* Hon. Wm. F. Harrity, who was Secretary of the Commonwealth under Governor Pattison, was desirous of securing such a picture for this department, but none could be had at that time. General Frank Reeder, the present Secretary, under Governor Hastings, was glad to learn from the Memorial Committee that so fine a picture could now be had, and courteously offered to pay for framing the portrait in a manner suitable for his department. Of course the committee appreciated the courtesy of this generous offer.

DID you ever hear of a man who had striven all his life faithfully and singly toward an object, and in no measure obtained it? If a man constantly aspires, is he not elevated? Did ever a man try heroism, magnanimity, truth, sincerity, and find no advantage in them—that it was a vain endeavor?—*Thoreau.*

TALK over a pupil's misconduct alone with him. One good private talk with a pupil is worth twenty reprimands in the presence of the school. It is worth everything to get the pupil's point of view, to let him state his side of the case fully and freely. Listen to all he has to say, and then tell him frankly and kindly where he is in the wrong. He will trust you after such a talk as he never will if you "jump on him" before the school for every misdemeanor. Half our disciplinary troubles come from the outraged feeling of misguided pupils, that they have no chance to tell their side of it.

THE order by the President extending the civil service to printers and pressmen in the executive departments is another marked advance in the progress of civil service reform at Washington. During the past few months the Weather Bureau and the Bureau of Animal Industry in the Agricultural Department have been placed under civil service rules. The Government Printing Office has come under the same system, and, following it, the printing offices in all the various executive departments are taken out of politics and placed upon the basis of merit. These additions to the civil service list practically complete the work which the advocates of civil service reform have been urging for so many years, so far as the executive departments in Washington are concerned. With very few exceptions all the employees of the great departments and bureaus, with the exception of laborers, messengers and scrub-women, are now under the protection of the civil service, and as vacancies occur they will be filled by certification from the eligible list in possession of the Civil Service Commission. Little by

ittle during the past eight years the gross iscrepancies in the representation of states in the civil service have been wiped ut, and in appointments now made and which will be made for years to come, the arious States will have allotments of lerks in proportion to their population. The District of Columbia has naturally the greatest excess of employees in the civil service, and for some time past no residents of the District have been permitted to attend examinations, and vacancies occurring by the death, dismissal or resignation of District of Columbia clerks have been filled by appointment from eligibles certified up from the several States. There has been a most marked advance in the progress of the extension of the civil service during the administrations of Presidents Harrison and Cleveland, and when President Cleveland's successor takes possession of the White House he will find little to do in the matter of further extending a system which now covers nearly all the employees of the Government engaged in clerical work and in services requiring professional knowledge in the various departments.

MANY things that are essential in fact are not essential for the age of the child when he is learning them. Mathematical geography, for instance.

A MAN may be an eternal failure, although his footsteps glitter with gold and his words sparkle with knowledge. That man is the most successful in the divine kingdom who sets in motion the greatest amount of spiritual power, power for the glory of God, whatever may be the opinions or rewards of fallen mortals.—*Reid.*

CHURCH and school in Germany are considerably agitated over the proposed introduction of what is there called a "school Bible." This is practically an excerpted edition of the Scriptures, intended to be used chiefly in the schoolroom and for family reading. It is claimed that there are, in many parts and portions of the Scriptures, references to the relation of the sexes, oriental imagery and the like, which are unsuitable for children; and it is also maintained that the Scriptures at times mention evils and sins without condemning them, and that in the interest of morality these sections should not be read by children. A whole literature from theological and pedagogical sources has sprung up in recent months, the liberally inclined as a rule favoring the introduction of such a book, the conservatives and confessionals opposing it.—*Meriden Journal.*

I BELIEVE that no one is fit to teach in the schools who has not the soundness of character and the cultivation of mind to be worthy of admission to the best of American homes; that the teaching service is not competent unless it possesses scholarship broader than the grade or the branches in which it is engaged, and beyond this is specially trained and prepared, and over and above this is in touch and hearty sympathy with the highest purposes and aspirations of the American people; and that even then it ceases to be competent when it ceases to be studious and fails to know and take advantage of the world's best thought and latest experience in the administration of the schools.—*A. S. Draper.*

THE director of one of our large corporations was in the habit of prowling around the office. One morning he happened to come across the dinner-pail of the office boy. His curiosity led him to take off the cover. A slice of home-made bread, two doughnuts, and a piece of apple-pie tempted the millionaire's appetite. He became a boy again, and the dinner pail seemed to be the same one he carried sixty years ago. Just then the office boy came in and surprised the old man eating the pie—he had finished the bread and doughnuts. "That's my dinner you're eating!" said the boy. "Yes, sonny, suspect it may be; but it's a first-rate one, for all that. I've not eaten so good a one for sixty years." "There," he added, as he finished the pie, "take that and go out and buy yourself a dinner; but you won't get so good a one," and he handed the boy a five-dollar bill. For days after, the old man kept referring to the first-class dinner he had eaten from the boy's pail that he had found somewhere in the corner.

"WHEN I was a boy," said an old man, "we had a schoolmaster who had an odd way of catching idle boys. One day he called out to us: 'Boys, I must have closer attention to your books. The first one that sees another idle I want you to inform me, and I will attend to the case.' 'Ah!' thought I to myself,

'there is Joe Simmons that I don't like. I'll watch him, and if I see him look off his book I'll tell.' It was not long before I saw Joe look off his book, and immediately I informed the master. 'Indeed!' said he; 'how did you know he was idle?' 'I saw him,' said I. 'You did? and were your eyes on your book when you saw him?' I was caught, and I never watched for idle boys again." If we are sufficiently watchful over our own conduct, we shall have little time to find fault with the conduct of others.

IT is said that a celebrated Indian chief, when for the first time taking in his arms his baby boy, gave expression to the following beautiful sentiment: "Little child, thou camest into the world weeping when all around thee smiled; contrive to live so that thou mayest leave it smiling while all around thee weep."

DUTY walks with bowed head, as if always tired; faith has a way of looking up, and it sees things duty never sees.

THEY who are the most persistent, and work in the truest spirit, invariably are the most successful; success treads on the heels of every right effort.

SOME one has said concerning the ideal teacher: "So far is he from treating all children alike that he never treats even the same child in the same way two days in succession, knowing by feeling rather than theory that no one—especially a child—is the same person two days in succession." What tact, then, is necessary to train the young mind—tact directed by love, emboldened by sympathy.

"MUST be"—does some *new* teacher say who does not find the school-room all her fancy and normal school ideals painted for her. "But supposing it isn't?" she asks again, "What then?" My dear young teacher, if the school-room is irksome to you; if the voices of the children and all their little, clinging ways "make you nervous;" if day after day brings no improvement and the year ahead looks like an eternity to you, go to your best school friend—some earnest, experienced teacher, perhaps—and tell it out frankly and ask for help—*you need it.* No cause for discouragement if you have a teacher's heart in you and only mourn your inability and want of skill; closer study of and sympathy with the children will bring you out all right, in time. It is possible you are needing more individual discipline than the children, and that true progress will not begin for either of you till you are fitted for your work "so as by fire."—*Primary Education.*

ONE country teacher, who was successful in keeping children interested in their work, tried, among others, the following plan with good results. Instead of the customary reward cards only, she used pens, pencils, rubber erasers, and other school supplies as tokens of studiousness and good conduct. Many of her pupils were from poor families, and she found them eager to supply themselves with these necessary articles; whereas, before they had become so used to the everywhere present colored cards, that they showed no great desire to obtain them. "Variety is the spice of life," even in such small affairs as school rewards.

TEACHERS' classes properly conducted may lead to the following advantages: "They enable the superintendent to detect genius, draw it out, and use it to advantage. They introduce the student spirit into the teachers' work; this spirit alone can give strength and value to such meetings. They give opportunity for free discussions, and for the development of the spirit of give and take, so necessary in a school department. They give unity and purpose to the work of the department."

NO doubt many have wasted much valuable time in trying to master the intricacies of psychological phenomena before they were prepared for such a course. No one can master such a subject who has not acquired some power of thought. To one who is not prepared for it, it is uninteresting and even repulsive, and a permanent dislike is often created by its study too soon. Power to think, to concentrate, to dig out for one's self, is necessary to a full appreciation and enjoyment of such a study. It is acquired only by pursuing a suitable course of study.

No problem seems to be greater than the one that confronts the world growing out of the possession of reading. The Catholics see this more clearly than the Protestants. They prefer to know the young person is able to recite the Catechism rather than to know that he is drawing

books from the free library. The Catholic bishop of Illinois declared that power to read must not be looked upon as education—the use which will be made of this power will show whether there is education or not. Just how to solve the problem has been the subject of very much thought, but no solution is apparent. Of a thousand children in the cities who learn to read, too large a number may be demoralized by reading; yet it is believed that a larger part of that thousand would be worse off in many ways if they could not read. It is not in the possession of reading, but the use of this great power, that danger lies.

HELEN KELLER.

BY CHARLES D. WARNER.

THE story of Helen Keller is too well known to need repetition here. My only excuse for increasing the publicity of it, which she and her judicious friends have never sought, is the exceedingly interesting mental and moral problems involved in it. A child of great apparent promise and most winning qualities, she became deaf, dumb, and blind at the age of nineteen months. Thenceforward, till her seventh year, the soul within her was sealed up from any of the common modes of communication with the world. It could only faintly express itself, and there seemed no way that knowledge could reach it. What was it during that silent period? Was it stagnant, or was it growing? If it was taking in no impressions, usually reckoned necessary to education, was it expanding by what used to be called "innate ideas"? When her teacher, with infinite patience, tact, and skill, at length established communication with her, she found a mind of uncommon quality, so rare that in its rapid subsequent development one is tempted to apply the epithet of genius to it. It was sound, sweet, responsive to a wonderful degree. The perceptions, if I may use that word, were wonderfully acute; the memory was extraordinary; in short, there was discovered a mind of uncommon quality. Was it really a blank that the teacher had to work on, or was there a mind in process of developing, independent of contact with other minds? The development or the growth was very rapid. Helen Keller is now fifteen, and better educated in literature and languages, with greater activity of thought, more vivacity, quickness of appreciation, and greater facility of happy expression of her thoughts, than most girls her superiors in years. Considering her limited facilities for acquiring information, the result is very puzzling from a merely materialistic point of view.

Another train of thought is suggested by her character and disposition. She is what her infancy promised. Great amiability and sweetness of disposition have been preserved in her intellectual development, and I believe that she is the purest-minded human being ever in existence. She has never known or thought any evil. She does not suspect it in others. The world to her is what her own mind is. She has not even learned that exhibition upon which so many pride themselves, of "righteous indignation." Some time ago when a policeman shot dead her dog, a dearly-loved daily companion, she found in her forgiving heart no condemnation for the man; she only said, "If he had only known what a good dog he was, he would not have shot him." It was said of old time, "Lord, forgive them, they know not what they do!" Of course the question will arise whether, if Helen Keller had not been guarded from the knowledge of evil, she would have been what she is to-day. But I cannot but fancy that there was in her a radical predisposition to goodness.

I said that Helen is what her infancy promised. This point needs further explanation. Up to the time, at the age of nineteen months, when illness left her deaf, dumb and blind, she was a most amiable, tractable child, not only winning and lovely, but with apparently an even, sweet temper and an unselfish disposition. From that date until, in her seventh year, when Miss Sullivan found means to communicate with her, she had been isolated from the world. She could only express herself as an animal might. She could only be influenced by physical means—there was no way of telling her what to do or what not to do but by laying hands on her. She could make signs if she were hungry or thirsty. Her soul was absolutely shut in from influence or expression. In this condition she began to be more and more like a caged bird, beating its wings and bruising itself against the bars, to its physical injury. When Miss Sullivan took her it was al-

most impossible to control her. The fiery spirit within exhibited itself in outward violent temper. How could it be otherwise in what must have been an internal rage at the want of ability to make herself understood? But from the day that communication was established with her all was changed. She apprehended at once the means of communication, and was docile and controllable, only eager to learn more. And then she became again what she had promised to be in infancy, sweet-tempered, loving and gentle. All the investiture of the years of seclusion fell off her as if it had been an ill-fitting garment. And never since for an hour, for a moment, has she been impatient or variable in temper, never otherwise than amiable and unselfish, and always happy.

And this opens the way to what, after all, is the radical question in this case—the educational question. In all her education Helen has been put into communication with the best minds, with the best literature. She has known no other. Her mind has neither been made effeminate by the weak and silly literature, nor has it been vitiated by that which is suggestive of baseness. In consequence her mind is not only vigorous, but it is pure. She is in love with noble things, with noble thoughts, and with the characters of noble men and women. It is not a possible condition for most of us in the world, but, nevertheless, the experiment of her education is very suggestive. If children in the family and in the public schools were fed with only the best literature, if their minds were treated with as much care in regard to the things sown in them as our wheat fields, what a result we should have! It is not possible to guard any normal person from the knowledge of evil and from the thoughts of a disordered world, but it is possible to encourage the growth in education of love for the noblest literature, for that which is pure and stimulating. And this result we shall have some time when education is taken out of politics, out of the hands of persons who are untrained in psychology or pedagogy, and committed to those who are experts in dealing with the vital problem of the character of the generations to succeed us. Any one who converses with Helen Keller will find that her high training in the best literature has not destroyed her power of discrimination, her ability to make quick deductions and distinctions. On one occasion she repeated for me Longfellow's "Psalm of Life" with proper emphasis. She has learned to talk so as to articulate words with fair distinctness. In order to test her loyalty to Longfellow, who is one of her heroes, as Bishop Brooks also is, I asked her if it had never occurred to her that the "sands" in the poem was a poor material upon which to leave enduring footprints. "No," she said, "I have never thought of that; but the waves tumbling in on the sea-shore do obliterate the marks on the sand." And then her face lighted up with imaginative comprehension, and she added, "Perhaps it is different with the sands of *time*." Such a mind as that, in time, can be trusted to make acquaintance with any literature, for it will be equipped for judgment.

Harper's Magazine.

WHO IS YOUR GREAT MAN?

BY PREST. W. J. TUCKER, DARTMOUTH COLLEGE.

GREATNESS has its invariable qualities, its constants, through which it lays hold upon all ages; but it has also its variations sufficient to produce types, through which it may be more directly identified with a given age. A great man may be great enough to owe nothing to his surroundings. Such a phenomenon occasionally appears. His own time may not recognize him. It may be difficult for after times to place him among his contemporaries. To each succeeding age he is a modern, the companion of all thinking men, or of all heroic souls. But greatness for the most part can be localized. Usually it is wrought out openly and plainly before the eyes of men. Without explaining the process, they can see here and there one of their own number actually becoming great, by taking up into himself the very material which is common to them all, but which they cannot assimilate or control. He sees the very things which lie unnoted, perhaps undiscovered, at their feet. He rules among the very forces which they feel, but which they cannot master. He is supremely, almost divinely, beneficent, under the very conditions and before the very difficulties to which they succumb in a complaining or despairing weakness. That which enhances the greatness of a great man is the fact that he is seen and

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event. Authority is not expressed in mere assertiveness, and it has no certain equivalent in influence. Influence does not always force a conclusion. Authority is that power, it is the only power, which deals with those hesitant and unwilling forces which are so often necessary to progress. Authority does not always declare itself in leadership. There are times when leadership is impossible. Men will not be led, they will not respond to the summons, or even to the challenge to duty. At such times the authoritative element often appears to clearest and finest advantage. The man who possesses it remains the master of himself, and so of his time. He refuses to surrender or compromise his purpose, he refuses to lower himself to the commonplace, he resists the depressing and deadening influences about him, and finally accomplishes in men who come after him what he could not accomplish through his contemporaries. The authoritative man is as clear-cut a figure when he compels a halt in the dull, heavy, deadening tramp of a race or of an age, as when he heads the march to freedom.

One other essential quality of greatness is beneficence. No merely destructive person, whether in war, politics, or literature, can be termed great. The only question which we should wish to investigate before passing judgment on any one of destructive method would be—was his method necessary or legitimate? was he the rebel, the skeptic, the iconoclast, in the interest of freedom and truth? Give the term what range you will, allow the widest interpretation, be tolerant of motives and methods, but do not surrender this more than any other ingredient or factor of greatness; do not make greatness a synonym of force, not even in the shape of intellectualism.

It is not necessary that these constants of greatness should exist in equal proportion in a given case. Naturally one quality will predominate. But each lends something to the other. They may be transposed, one may be cause and another effect. Beneficence may stimulate originality, or it may be the outgrowth and result of the originating intellectual impulse. And authority in its highest exercise implies both originality and beneficence.

I deprecate the merely critical attitude of the schools toward contemporary greatness. Criticism is wholesome to those

who give and to those who receive, if it is intelligent and wholesome; but its office at best is secondary. The educated mind should be sympathetic, appreciative, discerning. A great man, despite his faults, is the greatest possession of an age, next to a principle or a truth. Through him the student interprets the collective life of his time; through him he reads history in the making. Whoever is ignorant or intolerant of the greater life about him, let not the scholar be guilty of blindness or of injustice. And so far as he may affect public opinion, let him teach by word and by example the lesson of respect and honor, appreciation and support.

GOOD READING.

ONE of the gravest mistakes educators have made is the elimination of the thorough drill in reading from the higher grades of our public schools. Until recently they have taught that good reading is a very desirable accomplishment, and many of them still adhere to their former opinions, though reading, as an art, has been eliminated from the curriculum of many schools. The latter class of educators believe that the careful drill in reading accomplishes several objects in addition to excellence in reading, viz.: that it teaches language and expression, aids the art of composition, secures correct pronunciation as well as distinct enunciation, and thereby assures a clear utterance, such as the audience can hear. In our non-reading schools visitors can hear few pupils recite, because they mumble or speak so rapidly and indistinctly that understanding them is out of the question. The thorough reading drill will correct this evil. The following facts show that the evils of discarding reading are beginning to appear:

1. College professors criticize our public schools for sending to them so many students who are deficient in ability to express their thoughts, and in spelling. In part the reading drill will correct this. Twenty years ago there were more good readers than there are to-day, and fewer college students deficient in fundamental culture.

2. A clergyman says, that as a consequence of discontinuing reading in the schools of his town, no member or graduate of the high school is called upon to read in public. The different denominations have entertained frequently, and two or three parties, not members or graduates of the high school, but who have given much attention to reading, and perhaps to elocution too, are called in for readers. He has inquired of reliable parties in several other towns, and finds the same to be true there.

3. A Sunday-school teacher having a class of young men, most of them graduates of the high school, says that they are such poor readers that he not only has to correct their halting manner of reading the Bible, but actually has to tell them how to pronounce some common words.

4. A school committee recently rejected a young applicant for a school on the ground of poor reading and spelling. And this evil will be ten times worse in ten years, as time will aggravate it, unless the drill in reading is restored to its former place.

5. A teacher of nineteen years' experience in a New England city says, "The worst of all fads is that of discontinuing reading in schools. Already the evil is manifest in the high school, and parents are complaining that their children are poor readers and spellers."

6. A merchant, hearing parties speaking of reading being discontinued in many schools, remarked, "That will account for this fact: the young fellows who apply for places in our stores cannot write a decent letter; poor use of language, poor spellers, and know not how to use capital letters. It would not be so if they were well drilled in reading."

THE CARLISLE SCHOOL.

THE commencement exercises drew together many to see Gen. Fitzhugh Lee, who led the Confederates on the way to the Gettysburg battle-field. Gen. O. O. Howard was seated on the platform by his side. Many old residents in Carlisle told of the bursting of shells around their houses 33 years ago. The United States had barracks on the hill and these were burned; the land was made the site in 1879 of the now famous Indian industrial school.

The Carlisle Indian industrial school is now generally acknowledged to be most successfully solving the Indian problem. It is located on ground once owned by William Penn, and the deed from his

heirs is in the possession of Captain Pratt, of the school. It is the oldest and most prosperous of the government industrial schools. The approach to the grounds is by the old stone guard-house, part of the barracks built by the captured Hessians during the Revolutionary war, and used for a time by Washington and his troops during the "whiskey insurrection." The Carlisle barracks were originally established in 1757 as an outpost against the Indians, and now cover 27 acres of ground.

Captain Pratt, the superintendent from the start, had served eight years with his regiment fighting the Indians in the Indian territory, much of the time in command of Indian scouts. In the Indian war of 1874–75, he had charge of Indian prisoners at Fort Sill, and took 74 of the worst of them to the old Spanish fort at St. Augustine, Fla. Some of the younger ones were put under school influences, and showed so much aptitude for learning and such a desire to remain in the East for more education, that through private aid this was accomplished. Seventeen of them were put under the care of General Armstrong, at Hampton, who was so much pleased with the experiment that he asked the Interior department for 50 more. Captain Pratt and his wife went to Dakota and brought them in from the Sioux tribes.

Captain Pratt obtained Carlisle barracks, and went West among the Indians and brought back 82 boys and girls, whom he put under the care of Mrs. Pratt, went back and brought a second lot of 57 Kiowa, Comanche, Cheyenne, and Arapahoe children, and opened his school November 1, 1879. It has steadily grown, until this year there are in attendance more than 700 students from about 50 different tribes. The plan is to teach the pupil some industry at the same time that the literary education is in progress. It is a sight worth seeing to pass through the many workshops and look on the Indian youth busy learning the trades of carpenter, blacksmith, shoemaker, harnessmaker, buggymaker, tailor, printer, seamstress, and other trades.

One of the leading features of the Carlisle school is the outing system, which puts out between four and five hundred students each year during vacation on farms and in families, to learn farming and housework. Two or three times as many students as can go out are applied for each year, so successful is this system. The earnings of the pupils last year amounted to nearly $24,000, which money belongs to them and is a great stimulus to individual effort and a desire to escape from tribal thraldom. Economy is encouraged and a savings bank system is carried on, in which the students deposit their money on interest. Each student has his own bank book, and the amount now on deposit is over $15,000.

There is a popular impression, which even finds expression in the halls of Congress, that the graduates of Carlisle and similar schools mostly relapse into barbarism after they leave the school. But carefully-kept records show that this is not so. Of all the graduates from the school at Carlisle it may be said that only one of them has turned out badly, a remarkable statement, but verified by the records. It has not been possible thus far to show that any of the graduates, and but few if any of those who have been at the school even half the time required for graduation, are living in crime or hopeless degradation. With the present, six classes of graduates have gone out from Carlisle, and many of these are already filling responsible positions well in various walks of life. Some of the girls have become accomplished professional nurses in New York, Philadelphia, and other cities, a profession for which nature seems to have peculiarly fitted them.

The United States government has been engaged in the work of killing Indians more than 100 years, and in the work of education to any considerable extent only about seventeen years. It is estimated that the average cost of every Indian killed in the last twenty years has been $100,000, and Captain Pratt declares "that during this period enough has been spent in Indian wars to have paid for the education and civilization of the Indians twice over." The government appropriation for the education of each Indian is $67 a year, but through the advantage of the system and economy of administration it costs only $140 a year at Carlisle. Captain Pratt says: "On an annual appropriation of $100,000 for support, I will undertake to educate 1,000 children annually."

Reduced to a brief statement, this means that it costs the United States $100,000 to kill an Indian, and $500 to educate him.

Of all the Indians admitted to Carlisle no tribe presented a more hopeless outlook than the Apaches from Arizona. They have long held a most unenviable reputation as the outlaws and Ishmaelites of all the Indians. But Captain Pratt's treatment has demonstrated that they are as susceptible of civilization as others. They are unusually active and valuable as workers. Dr. Montezuma, so long the physician of the Carlisle school, is a full-blooded Apache. When five years old he was carried off as a captive by another tribe, and never again saw his father or mother. A traveling artist bought him for $30 and sent him to school. He graduated from the Chicago Medical College, and after serving with distinction elsewhere and here, has settled as a regular practicing physician in Chicago, where he is meeting with much success.—*N. Y. School Journal.*

FRANCIS A. MARCH: TEACHER.

BY JAMES C. MACKENZIE.

WHO shall do for Dr. March what Dean Stanley has done for Arnold, Ernest Renan for Bishop Dupanloup, Cotton Mather for Ezekiel Cheever, what Demmock did for Francis Gardner? Surely in a brief paper no adequate estimate can be made of one who is felt to be one of the notable teachers of this country. But we may rejoice that a worthy study of Dr. March's work at Lafayette will enrich our pedagogical and biographical literature in the near future. My present privilege is merely to suggest some thoughts that spring up almost unbidden.

One of his favorite authors, John Milton, in the tract on education, says, that all true teachers are natural, practical, and noble. In theology the cry is "Back to Christ," and in education it is "Back to nature." This demand is but another form of the insistence that teachers must have natural gifts. If Carlyle be right, that the teacher is the modern priest, then he must be "called" and ordained, and the proof of his ministry is to be sought in his sympathy with nature and her processes. We have not at hand the record of Dr. March's life and work at Swanzey, Leicester, Amherst, and Fredericksburg, but we are sure the boys and girls whom he taught in those early years were profoundly impressed with his naturalness, practicableness, and nobleness. Certainly those of us who came under his influence here find it impossible to think of him without the possession of those Miltonic and altogether necessary qualities.

If we should go on to explain ourselves further, we would recall his great *simplicity*. I know of no writer whose style more perfectly reveals his character: simple, direct, noble—inestimable virtues in a teacher. In my day a man read a paper on some philosophical subject assigned by Dr. March. The performance was involved and prolix, so that the doctor asked the young man to state orally his ideas. Something in the old recitation-room over the treasurer's office, or something in the penetrating eye of the teacher, compelled simplicity and ungarnished truth; so that the young man's oral statement won the encomium: "Oh! but why didn't you say just that in your paper." There was nothing of the *Jupiter Tonans* of Dr. Taylor in Dr. March—the "majesty throned afar" which one feels impelled to approach in a borrowed or unreal garb. He was so ingenuous, open-minded, and tolerant of early ignorance, that nature's best was stirred in every pupil. What an encouragement it was to us in our first efforts at originality of any sort to be told that "there never was a pair of eyes made not worth looking through."

Any proper estimate of Dr. March's teaching will make much of his profound and wide *scholarship*. In every recitation, at every lecture, it is a first requisite that the teacher be known as thoroughly furnished. A minister may maintain himself by the purity and spirituality of his life, as well as by, or independent of, mere intellectual endowments or power to fertilize other minds. But not so the

This is one of a series of addresses given at Lafayette College at the recent March celebration, to commemorate the seventieth anniversary of his birth and the fortieth anniversary of his work at the college. At the request of the alumni, Dr. Mackenzie's address was published in the college weekly, *The Lafayette*. We take pleasure in giving it a wider circulation in Pennsylvania. Its author, a graduate of Lafayette college who knows whereof he speaks, is at the head of the famous preparatory school at Lawrenceville, N. J., where his salary is said to be ten thousand dollars a year, one of the largest for educational service in the United States. We mention this to show the estimate put upon the work of Dr. Mackenzie himself.—*Editor.*

—the man who is to be revered as llectual father. It is probably not wholly exceptional, that in a as famous as Lafayette's has been, n should be so esteemed among inguished colleagues as Dr. March n. We recall with just pride such ıs Junkin, McCartney, Gross, the ens, McCay, Coffin, the two Por- ɔt to speak of others. Surely such men honors were not easy. ı vast intellectual influence that at citation such a fountain of learn- ı accessible, no matter whether the were one in politics, philosophy, ɣy, literature, or the Scriptures. re we then unaware of the world's ıd constant recognition, as set forth ɔng list of his degrees, offices, and tions, and suggested by the vari- es of to-day's speeches and ad-

The best of it was, we were surprised at any new honor that rom Europe or America, for we e fully deserved it.

) the range of his scholarship for g purposes, the younger Lafayette d the outside public are doubtless ly informed. Lafayette boys of es and sixties tell of his work in nd Greek, and so recently as the s he taught political economy, istle to the Romans, Story *On the ıtion of the United States*, Black- *Commentaries*, mental philosophy, the wide range of studies included he head of English. And here gratefully and admiringly note equipped himself for this monu- work and carried it on with uous fidelity and regularity, not- nding the fact that no reputable ce company would accept him as ." Though his pen was always th his specialty, a wide and sound in many other departments was on. In all this he is the best kind ıple and influence to our teachers, e too prone to be narrow and

Every teacher trained by Dr. must have been powerfully in- l by this characteristic of the No matter how long the hours, rge the schedule, we feel that , depth, and growth of scholarship ssible because Dr. March has them to be possible. Scholarship colleges is to suffer an irreparable when the present generation of r men are well seated in the professorial chairs and are unhampered by the counsel and example of such teachers as Woolsey, Seelye, Hopkins, Atwater, and March. The colossal blunder that threatens us is the idea that the average freshman and sophomore is forthwith to be made an "original investigator," and needs the "direction" of a specialist. We have not been quite brave enough in this country, but at Oxford and in Germany they have taken the census, and the world is told that *seventy per cent. of even university students are idlers*, who need stated duties and constant drill, under broadly furnished men having before them the imperative ideals of Christian citizenship, rather than the exceptional needs of the specialist. Those of us who are of the educational cult must bear in mind that we are to translate into society not college life, but college men. Something of this view of the matter must have prompted the confession of President Woolsey: "Had I my life to live over again, I would throw in my lot with one of the smaller colleges, where I could have more influence in training mind and shaping character."

In these hurried considerations I have almost anticipated a consideration of Dr. March's *pedagogical methods*. I may say at the outset that no teacher as richly equipped as Dr. March is can be content to lecture—"to lubricate every morsel of truth with professorial palaver," to use one of his expressions. A very king among teachers, he never to my knowledge delivered to a class a formal lecture. He once said: "Our students are made to write their own lectures." He knew that "life comes only from life," and so he sought contact with the pupil at as many points as possible. He wanted to be free to run to his aid at every intellectual emergency.

During these forty years of service his conduct of a recitation appears to have remained quite unchanged. The best text-book available is selected, and each day a stated portion of it is assigned to be faithfully prepared by each man. At times, assuming a general familiarity with the lesson assigned, it is laid out in the class-room in longitudinal sections, as it were for an orderly treatment in solid bars. But, as a rule, the *seriatim* method is followed, and Ratich's dictum is ever regarded, *Repetitio mater studiorum*. Of course, neither he nor the class is confined to the text-book. His pupils

are gently compelled to read widely and write fully and often. Dr. March's own commentary upon every phase of the subject is so luminous, scholarly, and original that the healthy man does not need to be told to take notes. But such notes are not in modern parlance a "syllabus" to be bought from a professional note-taker or crammed into an inert brain at the end of a semester. They are the profound readings and the fertilizing thoughts of a personal friend whose bodily presence, tones of voice, and twinkle of eye, helped to make the subject under consideration an integral part of the learner's intellectual life.

Of course, I realize that the great increase of numbers at our larger colleges and universities precludes largely the recitation method of work. But this cannot justify the lecture method as it is now used in our colleges. It serves only to challenge increase of students, without a corresponding increase of teachers. The greatest Teacher chose only twelve pupils. Garfield's idea of a college was not far wrong. It is better, like March and Hopkins, to lead by the hand a few men to the tree of life, than, like a sign board, to point a multitude to the woods of knowledge. The fatal heresy is in forgetting that the instructor, the *man*, is always of more worth than his instruction.

It is germane to a consideration of such methods as those of Dr. March to state what must be quite familiar to many: that our colleges are apparently losing their hold upon the earnest brain-workers of the country. The United States Commissioner of Education tells us that of students of theology only 22 per cent., of students of law only 21.7 per cent., and of medicine only 10 per cent., have the bachelor's degree in arts or science. In view of such facts it is surely our business to make a collegiate career more attractive and more necessary not only to thoughtful young men, but also, and in particular, to their parents. There is ground for apprehension that the lecture system, displacing as it is the recitation system of work in our colleges, is failing to achieve the results which have exalted such men and their instruction as Arnold, Hopkins, Seeley, Woolsey, Atwater, the two Hodges, and March. Who shall say how much laboratory methods, with all their delightful personal contact of teacher and pupil in science teaching, have had to do with the growing popularity of scientific courses and schools of science? "The lecturer who keeps his pupils at arm's length and sterilizes talent and industry, successfully vaccinates his pupils against any serious love of learning," imparting only a chicken-pox form of the thing. And we must bear in mind that educational methods as well as reforms work from above down, from our colleges to our schools. Often in my experience I have had to discourage the flights of a would-be lecturer in the school-room where the methods of Orbilius and Busby were far more needed than a "syllabus of the treatment." Every college-bred man must have felt something more than anger when the National Educational Association voted to exclude all college professors from the direction of that great organization.

Though I have not stuck very closely to Milton's qualities, I must not close without speaking of the third, *nobleness*. Dr. Youngman used to say that καλὸς κἀγαθός meant Christian gentleman. But the homely English of Milton suits our sense of things a trifle better. Dr. March is noble—one of God's and nature's noblemen—and this lies at the bottom of all our affection and reverence for him as a teacher. A great school is only a great person, standing between the present and the past, the living and the dead; the lens through which truth pours itself into young souls; the window through which young eyes look out on human life. Such a man in school or college—and thrice blessed is the institution that has him—helps his pupils to break the shell and snap the cords and set free whatever he possesses of nobleness.

No man is great till he has suffered, and no teacher is great till he has sacrificed in some way to do his work. Dr. March's sacrifices for Lafayette extend over a long period and have been borne in the face of the most alluring opportunities elsewhere. I think this has been a potent factor of the success he has achieved. And another factor should be mentioned for the help—or shall I say the warning?—of teachers and professors. Dr. March has been an unselfish, devoted colleague in this faculty. Every administration, whatever its character, has found Dr. March co-operative and loyal. And this colleagueship has included what is probably the severest test—attendance upon morning prayers, until advancing years justified some exemption.

Following now the example of another pupil of a great master, Thomas Hughes, I prefer to leave Dr. March at our chapel door—I trust a fitting close to this imperfect sketch. This concluding picture shall be of his own drawing, because it unconsciously reveals so much of his own beautiful, noble soul, and his conception of the best college ideals. Speaking of chapel attendance, on one occasion he said: "Compulsory attendance on prayers and preaching is a special object of attack. But it is almost a misnomer to call the college discipline compulsion. It is nothing like so strong as the obligations of professional life, or the tyranny of fashion, or social habits, or home influence. A college student is about the freest man here is. It is certainly a pleasant sight to see our college, bathed and breakfasted and ready for recitations, gathering at morning prayers. Our beautiful hill, bright in the early sun; the valley lying in rosy mist with the rivers glinting through; the great mountains looking on as though they liked the looks; the white smoke curling upward from hearths of homes that may be temples; the spired fingers of the churches pointing heavenward; the college campus with its hundred paths all leading to the college chapel; the hundreds of young men rejoicing in the morning and in nature around them, which is in itself a liberal education, and gathering to offer a morning tribute of thanks and praise to the Giver of all good, and ask Him for stout hearts and clear heads for the labors of the day and for the scholar's blessing, the pure heart that shall see God—is a sight worth seeing. It is impossible to believe that it can be a burden to any. I have seen many generations of college students grow up and pass through life, and am fully satisfied that the habit of attendance on religious exercises in colleges has been a most powerful influence for good. I believe it still, I trust it still. After all, the proper work of college is to make Christian men of sound culture. It is not so much to develop genius; genius in the teens is either omnivorous or stupid, and either way considers professors a bore. It is to prepare our youth to discharge the duties of good citizens."

Men whom the lust of office does not kill,
Men whom the spoils of office cannot buy,
Men who possess opinions and a will,
Men who have honor, and who will not lie.

SPEAKING PIECES IN SCHOOL.

BY W. W. DAVIS.

EVERY teacher knows that the average boy dislikes declamation. It takes time and trouble to learn a piece, and it takes courage to mount the platform, and face a set of grinning youngsters. Other boys can speak, but he is sure he cannot; and so he begs to be excused. He believes the speaker, like the poet, is born, not made; that speaking is a gift, not an acquirement.

But our boy is under a great delusion. Not to go back to old Demosthenes, the life of almost every orator shows that power is the result of patient practice.

John Bright and Richard Cobden, leaders of the Corn Law Repeal in England, made poor speeches in the beginning of the movement. Sheridan, who shared with Burke the honors in the memorable trial of Warren Hastings, failed in his first effort in the House of Commons. Stuttering Jack Curran was the title of ridicule applied to the boyhood of the fluent Irishman. William Wirt, the silver tongue of his time, toiled to overcome the defects of a husky voice. The young Clay declaimed regularly in the fields. Robert Hall, the pulpit giant of his generation, once wept because he forgot what he had to say. Dr. Tyng stuck more than once before he became the most fluent off-hand preacher of his church. Webster fought shy of declamation at school; and the preceptor of Phillips Brooks advised that wonderful preacher, who could rattle off three hundred words a minute, that his stammering tongue would shut him out from success in the pulpit. Are these not enough examples to give encouragement to the most back-ward boy?

Declamation is in many respects a valuable exercise. It strengthens the voice, improves the pronunciation, gives a vigorous delivery, makes the timid pupil confident, gives ease and grace for constraint and awkwardness, furnishes a drill in gesture and movement that are serviceable in school and in life.

Last but not least, declamation, properly conducted, imbues the young mind with the best thoughts of the ages. In seeking suitable selections, the declaimer grows familiar with the masterpieces of poet, orator, and historian, and they become part of his intellectual life. "A thing of beauty is a joy forever."

Who would willingly forget the classic gems of his boyhood: Campbell's Hohenlinden, Hamlet's To Be or not To Be, Webster's Sink or Swim, Mrs. Hemans' Casabianca, Bryant's Thanatopsis, Wolfe's Burial of Sir John Moore, Longfellow's Psalm of Life, Scott's Lochinvar? Who would forget these and a hundred others? What music they make in the heart! How they ennoble thought, refine expression, inspire motive, solace many a lonely hour. Inter-state oratorical contests in which the champions of great colleges meet in debate on a common platform, have become a pleasant feature of academic intercourse. Let us encourage this lofty rivalry. It revives the traditions of old Greece. Such generous contests are much nobler than these barbarous conflicts of arms and feet.

We hope teachers will all recognize the claims of frequent declamation, and encourage its practice. In coming years your pupils will arise and call you blessed. —*Sterling (Ill.) Standard.*

TRAINING A NECESSITY.

THE steady advance of educational standards in our schools and colleges is, in part, a response to the demand of the community for more thorough training on the part of those who have to do with all kinds of practical affairs. Conditions in this country have greatly changed since the time when any man of good character and strong arms might hope for a high degree of success. There is still room, and it is to be hoped there always will be room, for the man of character and industry, but the competition is now so great and the conditions of success are so exacting that the prizes in all fields fall to the men who bring not only character and industry, but trained ability to their various callings. As the country grows older, and its civilization matures, and its society becomes more highly organized, the value of training will steadily increase, for training is simply the highest development of skill; and where competition is keen, superior skill wins in every commercial or professional contest. The day of raw ability in this country is fast drawing to a close, and native force and sagacity must now submit itself to those processes which double its working capacity and convert it into a power of the highest efficiency.

In every pursuit the trained man or woman already secures the best position and has the best chance of preferment. Those who know anything about success in the professions know that, while native cleverness sometimes secures an early success, it is disciplined ability which wins in the long run; and it is to disciplined ability that the great positions and the great reputations go. The "short cuts" in education bring one speedily to attractive outlooks, but the great views are only to be found at the end of the long climbs. It often happens that lack of means compels economy in education, that the boy must take what he can get, and supplement his lack by private study; and boys so prepared for active life often come to the front and stay there. But these boys would have been still stronger men if their opportunities of preparation had been ampler. It involves no lack of appreciation of the self-made men, who, in every profession and occupation in this country, have made their mark, to say that if these same effective and energetic men could have added to their natural force the enrichment of an ample education, success would have come to them in still higher and more satisfying forms. Indeed, the lack of early advantages is felt by no one more keenly than by the man of ability who has won his way and made his place, but whose ideals are nevertheless beyond his performance.

It is on the higher planes and in the last stretches of achievement that training becomes almost indispensable. Supreme excellence is the condition of supreme success, and supreme excellence is the result of very high training of some sort. It is for this reason that so many men and women achieve a creditable success, and so few reach the great heights and seize the great prizes. There are hosts of good lawyers, but the great jurists are few; there are many excellent physicians, but the distinguished specialists are far from numerous; there are multitudes of useful and self-sacrificing ministers, but thinkers and leaders in the pulpit are rare; there are many good writers, but those who make literature in any generation are a very small group. The first and more immediate success may be won by character, industry and ability; the second and ultimate success is conditioned upon an excellence which involves an exacting and long-continued training, and there are few who are able to meet the test.

The beautiful work which Tennyson bequeathed to the world involved not only rare poetic genius, but a patience, a fortitude and a fixity of purpose which, in their combination, are almost as uncommon as genius itself. For these qualities lay behind that thorough education which Tennyson gave his faculty of verse-making, and which, in the end, made him a consummate master of his art down to its very last detail.

There is a kind of painting which is effective, and readily attracts attention and finds a speedy sale, but the art which satisfies the man who creates is born of very great labor and the most exacting self-criticism.

There is a success at the bar which falls to the clever and fluent man, but the Marshalls and Storys become great jurists by heroic mastery of the knowledge and methods peculiar to their profession.

—*Christian Union.*

TEACHERS' SALARIES.

THERE are 368,791 teachers, according to Dr. Harris' report, and the amount paid in salaries is $95,000,000; this gives about $250 as the average yearly salary; this is above the salary, as superintendents' salaries are included. It is plain that the average is $5.00 per week. The highest average monthly salary paid is in Massachusetts, $118; the lowest is in South Carolina, $21.

Of course the great question in the minds of 300,000 teachers is how to get a higher salary. There is but one way for him or her and that is to increase qualifications. It is hard to say it, but it is true that very many are well paid now when they receive $5 a week. There is no teacher who receives $5 per week but might get $10 next year if he could double his ability—and that he could easily do. Of course it is supposed that having decided he is worth $10 instead of $5 per week he must let the facts be known. It may be useless to say to his employers that he insists on $10 per week, for they may have only money enough to pay $5 per week.

A case comes to mind of a young fellow who took a school at $11 per month—and considered himself lucky to have employment in the winter at all; he had been working on a farm at $10 per month. The superintendent saw something in the uncultured young man and plainly told him he would do but little real teaching; and this he admitted. Then he was asked, Have you decided to become a teacher? The answer was to be postponed for a week. Then he was to write his decision. He wrestled with the matter and finally wrote, that come what might he would be a teacher.

He was then invited to spend Saturday and Sunday with the superintendent, who lived a few miles distant. A course of study was marked out, some pedagogical books and two educational papers were named to be read, and the charge made, "Increase your knowledge and ability in some things every day; live for that. Enter your school-room, as do your pupils, for improvement, and don't leave it without."

The superintendent had not miscalculated his man. There was no pleading that he "only got $11 per month" as an excuse for the little good he was doing his pupils. He realized that he was not teaching, and visited schools that seemed to be above his own. He opened correspondence with one who had been a teacher and from whom he felt he had derived most. So that when the four months had closed he felt he had gained a great insight into teaching.

He spent the summer contrary to his old plan; he sought an academy where he could learn how to teach—as there was no normal school at hand. In the fall he sought a school where more money was paid; his wages were $21 per month; here he pursued the course of study marked out, walking twice a week into a town to recite in geometry and algebra and Latin to a clergyman.

He has since been paid $200 per month, or twenty times what he began with. This came about from his determining to be worth more.

There are many teachers who feel unwilling to take such steps, and there are others who are too timid to move from their present places. But it is believed the right course for each is to determine to be worth more than he is now paid, and then to seek for a place where these increased qualifications will be recognized and rewarded. Nor is this so difficult to find. It is a fact that good teachers are, and always will be, scarce.

The superintendent will usually advise the best course to pursue. Many a teacher would be able to double in qualification

in a short time if he gave his mind to it unreservedly. Teaching is like painting, in many things. An artist not long since stopped before a painting saying, "That man has done a good thing; he is a master." He studied it for two hours steadily, remarking, "Seeing that is worth a great deal to me." His pictures after that were worth a good deal more, undoubtedly.

The bar to higher salaries, then, is the non-possession of qualifications to warrant demanding them. And the reason why higher qualifications are not possessed is mainly that the teacher thinks he has reached the top round when he can hear recitations. In other words, it is his low conception of what teaching is. This low conception causes his work to be correspondingly low. After looking at this matter for many years, it is said deliberately, that, with the exception of those who are receiving the highest salaries now as principals and superintendents, every teacher could double his salary if he chose to double his qualifications.—*N. Y. School Journal.*

THE ARMY SCHOOLMASTER.

IT was shortly after I joined a cavalry regiment that I first made the acquaintance of a military pedagogue of the old school. Neither he nor the establishment he presided over impressed me favorably at the time, but that might have been accounted for by the fact that my attendance was not voluntary. I had been already that day to a "school" of a very different sort—the riding school, to wit—where I had been engaged upon that most difficult problem, to a recruit, of endeavoring to retain a perpendicular position upon my steed against the united efforts of gravity and the rough riders, both tending to bring me to the horizontal. After snatching a hasty dinner, I had been "hustled" about for an hour and a half at foot drill, the conclusion of which I had hailed with a sigh of relief. But my anticipations of a short rest before the evening stable hour were not to be realized, for no sooner were we dismissed than we were ordered to "fall in" again for "school," and I found myself, one of a batch of grumbling recruits, marched off in charge of a corporal to have my educational requirements attended to. Under these circumstances, it can easily be imagined that upon our arrival we were none of us in a very suitable state of mind for the reception of knowledge. Indeed, in my own case, I regarded the whole affair in a somewhat contemptuous light.

My education before I enlisted had been a fair one, and I did not feel delighted at having to undergo once more an ordeal which I imagined I had left behind forever with my childhood. Consequently, when seated at one of the desks, waiting my turn to be tested as to what certificate my abilities would entitle me to "sit for," I occupied myself with taking a critical survey of the schoolmaster. His outer man was one that amply repaid inspection. Strangely enough, in view of his calling, the most striking point about his appearance at a casual glance was its essentially military character. In spite of his years, which must have numbered at least sixty, his figure was more erect and his carriage and bearing more soldier-like than that of many a man but half his age. He was a trifle above the medium height, of somewhat ample proportions. A singularly massive head, with a remarkably intellectual-looking forehead, surmounted his broad shoulders. Indeed, you were apt to be misled in this respect, for after a very short acquaintance with him I found that his scholastic stock-in-trade had been a very scanty one. But I was of course unaware of this, and so the impression left on my mind after a few minutes' scrutiny was that of adignified and scholarly, yet withal soldierly-looking, old gentleman, who, in the old-fashioned courtliness of his bearing and demeanor, strongly reminded me of Thackeray's delightful creation, Colonel Newcome. But my reflections were cut short, as he at last reached me, and it came to my turn. It was not a very exhaustive catechism. First he asked me whether I could read and write—a question which I of course answered in the affirmative, somewhat scornfully. Then he proceeded to inquire into my arithmetical capabilities, and I somewhat astonished him by the avowal that not only was I well "up" in the "first four rules," but that fractions, both vulgar and decimal, were things that had long ceased to bring consternation to my breast. This brief examination resulted in his pronouncing in favor of my "sitting for" a first-class certificate. Then he passed on to the next candidate for

academical distinction, and so terminated our first interview.

Thus it was that I first met him. As I am not recounting my own scholastic experiences, I will merely say that I "sat for" and eventually obtained the much-coveted "first"; my only reason for saying even this is because it was enitrely owing to this circumstance that I got upon such terms of intimacy with one of the most interesting as well as one of the most lovable men it has ever been my good fortune to meet. There were only three other men besides myself who were able and willing to go in for this certificate; so, in order that more individual attention might be paid to us, our class was held at the conclusion of the usual evening school hour. I am bound to confess that this arrangement was not productive of any very great results. In any case it would have been a task of no little difficulty to have laid down any regular system of work, as we were all at different stages of advancement, and consequently success depended more upon each one's individual efforts than upon any common instruction we might receive.

After a week or so I began to recognize that I must rely upon my own exertions if I desired to acquit myself creditably at the forthcoming examination. His classes I came to regard merely in the light of pleasant reunions. And what enjoyable evenings they were! If his mind was not over-stocked with the knowledge learned from books, in the deeper wisdom gained from a lifetime's intelligent survey of men and manners in many countries and under the most varied conditions it was a veritable treasure-house. There he would sit, like one of the teachers of ancient times, while we, his disciples, would gather round, eagerly drinking in the precious words that fell from his lips.

His had been no quiet and peaceful existence. Enlisted at a time when the old *régime*, with all its semi-barbaric accompaniments, still flourished with unabated vigor, he had tested to the full all the joys and sorrows of a soldier's life; and that was the great bond of sympathy that drew us towards him. When he spoke of all the hardships which had fallen to his lot, we instinctively felt that he understood and sympathized with the feelings of his hearers—we who were only on the threshold of the life he had lived long before we drew our first breath. And what wonderful stories of life would he tell us! Many years he had soldiered in the East, and many were the tales he would relate of that wondrous, yet fearsome, country. More than once did he hold us spell-bound with his graphic narration of all the events of the mutiny, until in our mind's eye we could see with vivid distinctness the dreadful massacre at Cawnpore, the march of that little band of heroes, with Havelock and Outram at their head, to the relief of their beleaguered countrymen at Lucknow, and the final scene, when stern and relentless justice was meted out to those who in the day of their triumph had shown no mercy to either age or sex.

Then in his lighter mood he would draw us a humorous picture of the state of things in the "good old days," when it was no uncommon occurrence for an officer to be unable to write his own name decently, and when a private soldier possessed of a fair education would be made the butt of his comrades and regarded by his superiors as little less than a prodigy. He told us, in illustration of this, that he well remembered what a difficulty they once had in finding a suitable man to fill a vacancy as lance-corporal. There were plenty of good soldiers in the battery (I forgot to mention that he had belonged to the Artillery)—men well up in their drill, and of excellent conduct, but not one who was sufficiently well educated to be able to keep a roll or a duty list.

With these and similar stories he would entrance us night after night, and long after the termination of the school hour we would linger around him, only leaving finally to look forward with eager anticipation to the morrow. I often thought, if some of our companions had only known how our time was spent, what a large increase there would have been in the candidates for first class certificates! But he did not always merely talk of his experiences; he knew all sorts of strange and out-of-the way facts about animals, minerals, and flowers, which he had come across during his wanderings, and of these he would often discourse pleasantly; and, though none of us were particularly imbued with a love of Nature, in a manner that interested us, too—such was the charm of his personality. And for that reason, setting aside all his drawbacks, I think he was a born teacher.

Into everything he dealt with he seemed to infuse a spirit of living interest. In my own case I had a character-

istic example of this. Geography had always been one of my weak points, and, had it not been for his realistic descriptions of the various places where he had been stationed, I should not have been able to apply myself to what to me had hitherto been a very dry study. So it was with all other subjects; and I have no doubt many others besides myself have had good reason for thinking that those pleasant evening chats were anything but time wasted. In another portion of his duties—the instruction of the children of the married soldiers—this gift must have been well-nigh invaluable, for every one knows that it is almost impossible to instil ideas into those of tender years unless there is sympathy between teacher and taught.

So, as I have said, he was perhaps better equipped for fulfilling the duties of his office than many who would now look down upon him as one very imperfectly educated. He was a type of a class which by this time is well-nigh extinct. It was a class that did good service in its time; but I suppose it was only in the natural order of things that it should gradually be altered, improved upon, and finally disappear altogether. It could hardly be expected that from the universal process of evolution the army schoolmaster would be exempt.—*London Educational Times.*

INFLATED VALUATION.

THE inflated valuation of the common branches at examinations of teachers, is a subject discussed in his usual vigorous style by Supt. J. S. Walton, of Chester county, in his last annual report, in which he says:

"We are impressed with the fact that the meagre list of common school branches, which the law places in the hands of County Superintendents with which to raise the standard and improve the profession, needs some additions. Where salaries range from thirty-five to forty-five dollars per month, the teacher should have knowledge of more branches than those printed on the face of a Pennsylvania provisional certificate.

"The effort made by Superintendents to comply with the public demand and raise the standard, has produced results which are morbid and unhealthy. Arithmetic, grammar, and the other so-called common branches have assumed dimensions out of all proportion to their intrinsic value.

"Unconsciously the Superintendency, in its sworn obedience to an enactment made when salaries were scarcely twenty dollars a month, has developed a standard of value upon these branches which is inflated and injurious.

"Too many high schools, academies, seminaries and other institutions where candidates for provisional certificates are prepared, grind over and over this handful of common branches. That school is popular whose pupils readily pass a Superintendent's examination. Those subjects which would give self-reliance, vigor and culture are set aside, and the perpetual drill goes on. Arithmetic is studied from the time a child enters school until he can make a certificate at seventeen or eighteen.

"There is no time for algebra and geometry until arithmetic is finished, and some people think arithmetic can be comprehended without either geometry or algebra.

"The mind of the pupil is sterilized, and the very mental quality which a Superintendent ought to value is smothered out. Pupils analyze and diagram, and study the uses of the infinitives and participles until their power to express themselves in English is debilitated.

"There has been no time to open the door of science and reach conclusions from things, there has been no time for general reading and culture, there has been no time to study mathematics and learn to think, there has been no time, in the effort to swallow a history book whole, to pause and think over that chain of casual relations leading into the greatest economic and political problems the world has ever known.

"The Superintendent, to avoid licensing armies of children, bores deeper in a barren sub-soil. The certificated teacher is a walking advertisement of a paper and pencil memory, blindly ignorant of those things which go to make a teacher, while thousands of innocent children who never expect to teach are ruthlessly robbed of that heritage which makes life a victory; minds are sterilized and dwarfed in a desperate endeavor to teach the common branches, until children are eighteen years old.

"It is time somebody called a halt.

Have we no men in Pennsylvania who will rally to stop this gross waste of public money and youthful possibilities?

"How long will Superintendents have to wait before the elements of algebra and geometry, before drawing and some knowledge of the elements of the sciences shall be as necessary to secure a provisional certificate as arithmetic, grammar, etc., now are?"

A LITTLE SCHOOL BOY OF FIFTY YEARS AGO.

BY ANNA M. FULLER.

WITH very much the same proud importance as swells in the breasts of little boys of to-day, the little boy of fifty years ago set off to school. His way lay along an old road, between stone walls, overhung with blackberry vines and the fast-purpling wild grape, and was shaded by roadside apple trees planted by public-spirited forefathers, and laden with ripening fruit with which our schoolboy filled his pockets.

He was a wide-awake New England boy, and even at five years of age had gathered much that his school could not teach him, nor even the "nature studies" of the modern school could have supplied. He knew

"Of the wild bee's morning chase,
Of the wild-flower's time and place;
How the tortoise bears his shell
How the woodchuck digs his cell
And the ground mole sinks his well;
How the robin feeds her young;
How the oriole's nest is hung;
Where the whitest lilies blow
Where the freshest berries grow"

Much more had Mother Nature taught her boy, but to the great world of books, the mystical symbols of A B C, he must be introduced in much weariness of flesh and spirit. He had to learn the whole alphabet, plain letters, italics, and capitals before he was allowed to turn to the next page in Webster's blue spelling-book and put together such simple but meaningless combinations as "a b, ab; e b, eb; i b, ib;" and so on through all the vowels in combination with each consonant.

Here, perhaps, may have been the germ of our modern phonetic system, applied, however, less logically than now. When our boy had reached b a, ba, k e r, baker, and s h a, sha, d y, shady, heading columns of words of two syllables, he was fairly launched on his educational career, and so proceeded until he could read in a measured monotone, "No-man-may-put-off-the-law-of-God."

It was not because any teacher taught this unemphasized monotone, but each little class heard others who had reached that stage before them read it thus, and so followed in conscious or unconscious imitation.

Every day after the little boy had read his lesson beside the teacher's knee, he went back to his seat on the low front bench to swing his little legs aimlessly until he was called again. Here the roguish ones sometimes pinched and wiggled, but all had to keep a sharp lookout for the sudden descent of the apple-tree sprout which hung behind the teacher's desk.

They had no slates, no object lessons, no "busy-work," no pretty kindergarten plays, and what wonder that the ever busy Satan often "found some mischief for the idle little hands to do."

By the order of classes the little boy knew about when recess time ought to come, and waited wearily for it. Occasionally a little boy would fall asleep only to be roughly roused by a cuff, dealt sometimes without discrimination on head, ears, or any portion of his anatomy most convenient to the teacher's hand.

The weary waiting was sometimes varied by watching pranks devised by more fertile brains and daring spirits among the older boys. More exciting still was the crisis when the culprits were brought to justice and an incident of flogging occurred.

Our little boy was of a sensitive, sympathetic nature, and trembled, shivered, and loathed while the birchen rod or heavy ruler fell on the shrinking shoulders.

Fear was the only restraint and force the highest law. The little boy particularly remembers one giant teacher who whipped with such severity that he would be jailed if it were at the present time.

If the past generation produced greater men than now, there may have been something in the faithful observance of the injunction of Solomon as to the use the rod. Nor was this confined to the school; for it was generally understood that the boy who "got a licking" at school would receive a liberal second dose of the oil of birch at home also.

When our little boy had learned the

spelling-book almost by heart, he was promoted to the New Testament. He began at the first chapter of the Gospel of St. John and now whiled away the long hours by poring over the sweet old story, which came to him thus in all its freshness and force.

We can see him as he sat there dangling his little legs and bending his head over the little Book which thus became part of his education, and we think we can see, too, some logical connection between this phase of his school life and the strong religious principle of his and other lives which grew up on such a regimen, and gave us nearly all that is strong and true in our civilization of to-day.

It was a great ambition of every little boy on that front seat to "cipher" and own a slate. The multiplication table was written on the board for him to study, and one of his teachers had some premonitions of modern methods and brought in kernels of corn and beans by which to teach counting. When he had "been through" Colburn's First Lessons and was at last invested with the dignity of a slate and pencil, having also read through the New Testament, he was promoted to a higher seat and became a big boy.

He is an old man now, but he can tell you just how that old school-room looked and where all his schoolmates sat.

There were four tiers of set wooden benches, ranged each above the other and around three sides of the room. The last or upper three had a continuous desk in front, the vertical part of the desk making the back of the seat below. The fourth or front row was made low, without a desk, and, as we have seen, was occupied by the little ones. The only method of grading was by promotion to a higher seat.

On these "chief seats" the boys and girls "ciphered" through Daboll's Arithmetic, read in the "English Reader," and finally in the "American Preceptor"—both choice collections of English classics—and studied the geography and atlas, most of which was committed to memory.

Very little stress was laid upon geography, and indeed there was little to study as compared with the amplified and growing knowledge of the present day. There were only thirteen states, while most of Africa and North America was unexplored. China and Japan were shut out from the intercourse and knowledge of the world, and even much of Europe was to the average boy only a red or yellow division on the map.

A great deal was made of grammar, and Lindley Murray was thoroughly conned. Marvelous feats of parsing were performed, nor was it by any means unusual to thus dispose of whole books of Paradise Lost or other English classics, such as Pope's Essay on Man and Thomson's Seasons. In the winter terms the teacher was always a man—often a college student thus eking out a slender income. For the large boys who crowded into school in the farmer's leisure season, such teachers sometimes introduced a little geometry and natural philosophy.

Of history there was as little to learn as of geography. Revolutionary days were not then so far away, but that they were living memories to the fathers and mothers, and of subsequent history, which we study to-day, these boys of fifty years ago were to be the makers.

Of the spelling school, village lyceum, or debating society, and afterwards the town meeting, which were potent factors in the educational development of every New England boy, we cannot treat here, but as we were considering only the *little* school boy, we must leave him there on that back seat—a little boy no longer.

While the school boy of to-day may find much to be thankful for in his school life as contrasted with that of the olden time, he must not be too sure that the advantage is all on his side. With the march of time and progress it is still possible that we may have left behind some qualities of sturdy independence of thought, self-reliance and respect for proper authority, just as sterling and quite as necessary in the development of manliness to-day as in the boys of fifty years ago.—*N. Y. School Journal.*

TEACHING LANGUAGE.

THE purpose of language is to express thought in order to influence in some way the reader or hearer. In teaching "language," then, the teacher should keep this fact always in mind. It involves two sides—meaning and expression. In teaching it, the aim should be to make the meaning side the most prominent. The expression exists for the sake of the meaning. The expression should become almost automatic. The pupil should master the forms of language

and yet be unconscious that he is mastering them. This can be done only by emphasizing the thought side, and *always* using the form to express the thought that the pupil *desires* to express.

This suggests much in regard to teaching language. It suggests that the study of *things* should form a basis for language work. Have the pupil *get* the thought, and in such a way that he *desires* to express it. He then *needs* the language. If a pupil desires to tell some one what the boys are doing and he says "The boys is playing ball," it then becomes the duty of the teacher to tell him that if he means to tell that two or more of the boys are playing, he must use the word *are* instead of *is*. The teacher should remember, in this work, to regard the sentence as a means to express thought for the purpose of influencing some one in some way. This one illustration will suffice for teaching correct word-forms.

The pupil may say that he is *awful* glad. The teacher wishes to teach him that he has the proper thought. He is not filled with awe, but with gladness. The word *glad* is not an adequate expression of the amount of the attribute that he possesses. The word *very* is given him. He is told that when he feels so full of gladness hereafter to use the word *very* instead of awful.

In studying an object he learns its various attributes. He is asked to describe it so as to make an absent person see it. The purpose is set for him. The desire to make some one see the object makes the pupil select the attributes of the object that will best set it forth. When he has decided what attributes to express, the desire for the proper words to express them is aroused. He begins to think the attributes. He says "*Where* is it?" But then he thinks of his purpose and questions whether position is the best one to give to make one see the object he is describing. If he decides that it is, he then reaches out for an expression of the attribute. He may say "It is on the table," etc. Which is the best expression for the purpose? He may say that it *stands* or *lies* on the table. But the object being a pencil, it will be better to say it *lies* on the table.

But he may conclude that the attribute of position is not the best one to begin with. He may choose form. He then selects the words, phrases or sentences that will best express this attribute.

The one point that should always be kept in mind in teaching "language" is that of its purpose—one person wishes to express his thought to influence in some way another person or persons. The purpose should be kept vividly before the pupil since it helps to decide what ideas shall be expressed and the forms best adapted to express them.

"LITTLE SCOTCH GRANITE."

STORY FOR COMPOSITION.

BERT and John Lee were delighted when their little Scotch cousin came to live with them. He was little, but very bright and full of fun. He could tell some curious things about his home in Scotland and his voyage across the ocean. He was as far advanced in his studies as they were, and the first day he went to school they thought him remarkably good. He wasted no time in play when he should have been studying, and he advanced finely.

Before the close of school the teacher called the roll, and the boys began to answer "ten." When Willie understood that he was to say "ten" if he had not whispered during the day, he replied, "I have whispered." "More than once?" asked the teacher. "Yes, sir," answered Willie. "As many as ten times?" "Yes, sir." "Then I shall mark you zero," said the teacher, sternly, "and that is a great disgrace."

"Why, I did not see you whisper once," said John after school. "Well, I did," said Willie. "I saw others doing it, and so I asked to borrow a book, and then I asked a boy for a slate pencil, another for a knife, and I did several other things. I supposed it was allowed." "Oh, we all do it," said Bert, reddening. "There isn't any sense in the old rule, and nobody can keep it; nobody does." "I will, or else I will say I haven't," said Willie. "Do you suppose I will tell ten lies in one heap?" "Oh, we don't call them lies," said John. "There wouldn't be a credit among us if we were so strict." "What of that, if you tell the truth," said Willie, bravely.

In a short time the boys all saw how it was with Willie. He studied hard, played with all his might at playtime, but according to his reports he lost more credits than any one else. After some weeks, the

boys answered "nine" and "eight" oftener than they used to; and yet the schoolroom seemed to have grown quieter. Sometimes, when Willie Grant's mark was even lower than usual, the teacher would smile peculiarly, but he said no more of disgrace. Willie never preached at them, nor told tales; but somehow it made the boys ashamed of themselves to see that this sturdy, blue-eyed Scotch boy must tell the truth. It was putting the clean cloth by the half-soiled one, you see; and they felt like cheats and story-tellers. They talked him over and loved him, if they did nick-name him "Scotch Granite," he was so firm about a promise.

At the end of the term Willie's name was very low down in the credit list. When it was read he had hard work not to cry; for he was very sensitive and had tried hard to be perfect. But the very last thing that closing day was a speech by the teacher, who told of once seeing a man muffled up in a cloak. He was passing without a look, when he was told that the man was Gen. ——, the great hero. "The signs of his rank were hidden, but the hero was there," said the teacher. "And now, boys, you will see what I mean when I give a present to the most faithful boy in school, the one who really stands highest in deportment. Who shall have it?"

"Little Scotch Granite!" shouted forty boys at once; for the boy who was so low on the credit list had made truth noble in their eyes.—*British Evangelist.*

SILLY READING BOOKS.

BY SUPT. J. M. GREENWOOD.

THERE has been a great drop in the character of reading books since I learned to read. It looks as if every author attempts to make his series sillier than his predecessors. Once it was thought that one book was enough of the childish books in a series, but now it is not an uncommon thing to find the baby twaddle running up through the Fourth Reader, and even traces of it in the Fifth. Only a few of the supplementary readers are any better. It is a general "let down" all the way through, not only in the readers, but in the arithmetics, grammars, etc.

Educational doctors are afraid the children may actually do something; hence, all educational diet is reduced to the consistency of very thin gruel. Children get very tired doing nothing. A class of boys and girls were reading about "A Doll" the other day. Not a boy wanted to read about "dolls," and but three little girls out of fifteen had ever liked to read "doll stories." The boys wanted to read about fights and men and Indians and animals, and where people had done "good things," or said something pretty or something interesting. They liked the truthful, courageous boy or man; or the one that would help a cripple or be kind to any one. The little girls did not differ very materially from the boys, except that they did not want so much of the heroic in their reading.

After testing many classes as to their preferences, I find that children always prefer a class of literature far in advance of what can be given them from the average readers. After a child learns the child's vocabulary of 600 or 800 words, it is not necessary to still keep pegging away on the same little words.

But to return to the first part of the allegation, namely, the weak and insipid character of the pieces printed in the text-books as reading lessons:—

I have a copy of "McGuffey's Eclectic Third Reader," printed in 1853. Let us open this volume printed forty years ago, and glance through it. A moment with "The Little Philosopher," by Dr. Aiken, or "The Peaches," by Krummacher. Noble lessons on character building! No sentimental drivel in either. The next lesson—"We are Seven." How it lifts the soul upward! It goes straight to the heart, and leaves an impress there that all after ages cannot efface. "The Song of the Dying Swan" and "Swartz the Missionary." Is there not here something in this lesson that goes far beyond any mere description of bird, or bug, or worm, or plant, or atom?

Following in close succession is "Knowledge is Power." In this a sharp distinction is drawn as to the use of knowledge. But I need not particularize. The book is filled with choice selections. There is not a weak piece in the book. Not only this, but the Second Reader of the same series contained excellent selections. Need I name but one beginning with:—"Mother, how still the baby lies," a real gem of its kind. Such pieces as the ones I have referred to are worth more in the formation of sturdy

character, and to put the pupils into sympathetic relations with human beings, than all the "Little Bug Stories" that can be crowded into a child's life from now till the crack of doom. There is some real merit in the pieces.

In the Third Reader of this series, all sides of the child's nature are touched. He is stimulated, too, by having "The Consequences of Idleness" portrayed in the life of George Jones, while in the next lesson, the "Advantages of Industries" are clearly set forth in the person of Charles Bullard. Again, in "The Child's Inquiry," beginning, "How big was Alexander, Pa?" the true intent and purpose of war are shown in such a manner as to leave an impression on the child's mind in regard to the murder of one human being as compared to the killing of thousands.

Another great moral lesson in this book is entitled "Little Victories," by Miss Martineau. This lesson has given more children courage than any other lesson that I know of in the language.

Scattered through the book are enough lessons about animals to whet the appetite for something more in larger and more pretentious works. It should be remembered that a child is always more interested in reading about lions, tigers, bears, and so forth, than in counting the number of nails on each foot or the teeth in each jaw. Habits and characteristics please children most, not the number of bones in the foot, leg or head. Details and analyses of too minute a character are always tiresome to children.

Another point. I cannot see how any sincerely honest man or woman can be an atheist—with my ideas of cause and effect it appears absolutely impossible, and yet I suppose there are such persons living, but the lesson in McGuffey's old Third Reader, "The World of Chance," by Dr. Todd, is certainly one of the most complete vindications of an intelligent design in all things terrestrial that can be presented.

Yet, I suppose, the "New Educational little pill-doctors" would claim that this is too severe for children in the Third Reader. They are very much alarmed lest they strain the children's thinking powers. Lesson 69 in this book, "Difference between Man and the Inferior Animals." It is a wonderful presentation. It strikes the childish imagination with a force that is simply irresistible. It is one of the best antidotes to all this maudlin physiological psychology, which essays to find mind in the bottom of a retort, or an alembic, or in a pile of brains after death, or away down yonder in the simplest form of the cell.

So far, I have said little of the poems in this book. The last lesson, "The Dying Boy," by Mrs. Sigourney, is a touching poem indeed. I ask any candid teacher to compare the character of the selections in this book with any Third Reader of modern date, and see how vast the difference. It is folly for any one to tell me that McGuffey's old "Third" was too hard for children to read in. I taught this book for three or four years, and the children read well in it.

Fifty Years Ago.—Before me is "McGuffey's Eclectic Fourth Reader," imprint of 1843. To say that it is solid only half expresses it. All the pieces are of the very highest literary merit. Here are better literary selections than can be found in any dozen of the books published for the use, benefit and moral improvement of the boys and girls of the present generation. They are introduced at once to the beauties and elegance of thought and style. Twaddle there is none. Every lesson has an object—to toughen and to strengthen the intellectual and moral fiber of the boy or girl. The "coddling process" is gloriously and sensibly eliminated. Here is a book of 323 pages filled with nutritious food. There is not a padded page in it.

All the modern reading books are projected on the plan that the child must have next to nothing to do. High, wall-eyed educators lift up their hands after imbibing inspiration from Germany, and tell us just what the child is capable of doing and of not doing. They failed to learn that in Germany the reading books, after the second reader, are modeled after the books I have been describing in this article. The "boshy" notion that the way to learn to read and to cultivate the voice is to read the plain, natural-science information selections, is about as rational as to expect to find the "Thirty-nine Articles of the catechism in Ayer's Almanac."

It was in a later edition of "McGuffey's Fourth Reader" that I read when a boy at school. I understood much of what I read, and a great deal of it caused me to think about the things mentioned. That a deep impression was made on my mind

is only a half-truth. The words burnt into every fibre of my nature. The story of the "Intemperate Husband," and of "The Venomous Worm," put me on the side of "Temperance" for all time. At the same time grew up that aversion to the use of tobacco by school masters which has stuck to me. In fact it may be a little extreme, but the person who poses as an educational reformer, and is frequently seen with a cigar in his mouth, should first reform himself or sing very low before the boys.

Another phase of the straight reading should be mentioned. A book on natural science, or logic, or mathematics, or law, or medicine, is not a text to be read for the purpose of cultivating the human voice. Such works are to be studied for the information they contain, and for no other purpose. They contain statements and discussions devoid of passion and feeling. Reading as a science and an art —the expression of thought and feeling by utterance and action—is a different matter entirely, involving a much wider range of expression than can be brought out of any mere information subject-matter.

Reading matter that does not reach the emotions, the affections, the desires, and at times touch up and arouse the very loftiest feeling of the soul, lacks the essentials of good reading matter for children. No great feeling can ever be stimulated over such a lesson as:—"Jump, little frog, jump for Tom!" If the child takes on any feeling, it is put on for the occasion, and not because it is real.

My contention is, that after the Second Reader, selections on account of literary merit should be used almost exclusively. Some purely information pieces of course should be inserted, but the gems in prose and poetry ought to predominate. Neither do I object to pupils reading books of travel in connection with their geography lessons, but the class of literature in reading books should be the best that has ever been written in the language. Tough, hard study is the only kind that ever did a boy or girl any good, and it is the only kind that should be put in the reading books.

It is through the Third, Fourth and Fifth Readers that nearly all the children of our common schools get an insight into literature, and because of this fact, if no other, should the selection be of the very highest excellence.

There is another danger—that of spreading too much. It is not the great quantity of printed matter rushed over that produces either the good reader or the thoughtful, intelligent reader. With too many teachers, the tendency is to measure progress by the multiplicity of volumes read by a pupil or a class. Such an idea, if pursued, is dangerous, and a habit once contracted on this basis leads to mental weakness, and not to mental power. Light reading has this effect.

The really valuable selections to be read and appreciated are those masterpieces which grow upon us with every fresh reading. The filling-up process is a vicious one. Mental dyspepsia is worse than physical and chemical indigestion of food. Little teaching, little study, fiddle-faddle nonsense, called educating a child, is the accomplishment of a national crime, whose enormity words fail me to portray in its true colors. The do-little policy is sapping all the life out of thousands of our school children to day, under the seductive but fallacious title of "New Education."—*Popular Educator.*

BEST TEACHER IN THE COUNTY.

BY C. M. DRAKE.

THIS, notwithstanding the very suggestive title, is neither an autobiography nor an interview with any of you. It is simply a character sketch of a teacher I know, who has certain ways of doing things, and of saying things, to which I wish to call your attention. I call him the Best Teacher in the county, because he was so introduced to me by his school trustee, and when a school trustee thinks that well of a teacher, far be it from me to say nay. This Best Teacher was a smart boy, but he was not caught young enough to be normalized. He ran "Bronco" for twelve years, and then he resolved to get an education. An assorted education is an excellent thing for most people to have. It may come to us from the hand of the pedagogue, the fist of the pupil, or the tongue of some pert girl. But the common idea of an education is one of books, and for several years this boy studied books with a perseverance worthy of a better cause. He passed an examination, and came out in the knee-breeches of a primary certificate. He kept on growing and donned the cassimeres of a grammar school; and now he is clothed with the broadcloth of a brand new high-school certificate, which may be a little baggy at the knees. But he assured every one that "It just knocks the spots out of those musty old

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life diplomas," such as some of us are so unfortunate as to possess.

As the Best Teacher is a self-made man, he never forgets that the job is well done. Neither does he want us to forget it. He feels that every one must be interested in his life and his experiences. And he is kind enough never to get weary of telling them for our edification. Envious people say he is fond of blowing his own trumpet. It may be so, but it is necessary that a teacher's trumpet should be frequently sounded, and who so able to blow it as the owner? As the Spanish say, "Who has a mouth let him not say to another, 'Blow!'" "Speak weel o' my lad, speak ill o' my lad, but aye keep a speakin' o' my lad." Our Best Teacher does not think he is properly appreciated by others, and I hardly know why he is not accepted at his own valuation. For want of a better reason, we will lay it to the silver depreciation. All bad things are now laid to that, you know.

Being a so much better teacher than we, it is natural that he should regard us as comparative failures. That we might forgive, but not his speaking so frequently about it. It may be, in the struggle for existence, that the failure of a fellow teacher is of benefit to us, but it is not pleasant to walk to success over the sick and wounded. To help our own reputation, it is often much more desirable to follow a very poor teacher than a good one. Therefore the teachers who preceded our best teacher were always exceeding poor. If they were young, they lacked experience; if they were old, they moved in antiquated ruts. If they taught reading well, they neglected arithmetic; and if they were bright in their studies, they failed in government. It is really curious that so few teachers leave their schools in what the next teacher calls "good shape." But then, if we did not continually improve upon our predecessors, we would be making no progress. Of course our best teacher always left his school like a watch, fresh from the maker's hands, cleaned and oiled and warranted to run all day smoothly, if you don't open the works and alter the regulator.

You can hardly realize the strength of condemnation he puts into his favoriie phrase, "That is not my way of teaching." There is only one good way of teaching, and he has filed a caveat on that. Sometimes he praises other teachers, though he generally does it with a—"but,"—and as he is pretty hard-headed, his butt is often the most forcible part of the affair. Unlike most of us teachers, he teaches mainly with regard to the examinations. If a thing cuts no figure in an examination, it is not worth bothering about. And he makes a success of his examinations. His ninth grade pupils pass through their ordeal as successfully as a calf-bound edition of "Chase's Ready Receipts." Their education comes out like a fine case of measles. They receive their valuable diplomas as just dues, and the gratified parents are told that they can now see that it does not pay to hire these ordinary teachers. He leaves them to make the slight necessary logical inference that it does pay to hire him.

He believes in rushing pupils. "What is the use," he says, "of keeping a pupil a year or two on a grade, when he can do it up in five months? My class took both the eighth and ninth grades this year, and passed them well." He did not say which grade they took first, and I suppose it does not matter. He has never taught a high school, but he knows that two years are more than enough to complete a high school course. Says he, "I did it myself in less than that time and without a teacher." I suppose in a year or two more he will graduate from his university and write a lot of letters after his name. He never pleads ignorance. The nearest he comes to it is when he says, "I have not freshened myself up on that topic." There are no books published better than those in his private library. They are all selected from the catalogues of the normal schools, and his school desk will hardly hold them all. And if some of the books are not so fresh as they might be, he is quite fresh enough to make up for that. He teaches advanced pupils much better than he does primary ones. He takes more pride in them, gives them more time, and has even been accused of neglecting his little ones. When I once remarked that I preferred teaching the first grade to any other, he looked at me with such astonishment that I have hardly quit blushing yet.

When our Best Teacher gets out of a school,—for strange to say, the trustees do sometimes get tired of him,—he applies for quite a number of schools, so that he will be sure of getting one or more. That to apply for a school in any way binds the applicant, he does not believe. Owing to his new certificate and unlimited brag, and a very strong letter of recommendation from the district that did not want him any longer, he was elected to three different schools last July. Even so smart a man as he could not teach in three schools at once, as they were not connected by telephone, and so two sets of trustees were not pleased. That applying for several schools creates a seeming abundance of teachers, tends to lower wages, prevents many from the assurance of employment until the last moment, besides lowering the self-respect of the teacher, does not seem to be fully understood. Nor does it seem to be comprehended, how wrong it is for a teacher to apply for a school where he does not know the teacher there will not be re-employed for another term.

I do not like this elbowing of other teachers aside to make room for ourselves. We are likely to get out at the elbows doing it. "The thongs you cut from other men's leather may yet lash your own back."

Our Best Teacher does not believe in institutes. He thinks they may benefit the young and inexperienced, but he says, "All this talk about psychology and apperception don't help me to teach John the multiplication table." Yet when I said that sometimes Radway's Ready Relief was better medicine than either of these, he did not seem to understand clearly what I meant. Of course I did not mean that it was better pills than the multiplication table. Proper doses of multiplication, given according to the Grube system, will always be good for the patient.

Our Best Teacher has a supreme contempt for a teacher who gets stuck on an example. It used to be his boast that he never got stuck on an example. He had been through three arithmetics, two algebras and a geometry, and like the ostrich in the song, "He knows it all." "Do you know," said he to me, "that three of our teachers got floored at the last examination, on an example about a right-angled triangle? I can't imagine myself unable to do a little simple problem about a right-angled triangle." "Let me give you a little problem," said I. "The base of a right-angled triangle is any odd number and the other two sides are whole numbers. What is the area?" "I never heard of such an example," said he. "I do not believe it can be worked." "Yes, it can," I replied. "Pythagoras did that little example more than 2,400 years ago, and it is one of the test problems that have been used to catch school-teachers ever since. It is quite easy, but I don't believe you can do it." And sure enough he didn't. It is sometimes necessary to sit down even on our best teachers.

I have sketched this somewhat unlovely portrait of a teacher, to put before you, in a plain way, the need of a higher ethical standard for some of us teachers. The best teacher is not he who can pass the finest examination in the most studies. It is not he who feels jealous of the success of others, who seeks to crowd out those who stand in his way. It may not be the one whose name you hear the most frequently mentioned: who gets the highest wages; or even he who writes essays for the benefit of other teachers. But it is he who can bring the very best out of every child he comes in contact with; who can lessen inherited evils; whose love for humanity is not bounded by age, sex, or color; the one you would be most glad to have your children resemble;—this one, be he young or old, man or woman, in the town or the country;—this one is the best teacher in the county; and be very sure that what he thinks of us is the very best that we can deserve. In such a teacher's heart is no room for envy, or jealousy; no place for aught but that love and charity which one teacher should always try to have for every other teacher, especially those who write essays.

Blessed is that school district which has hired the best teacher in the county! But, between you and me, I very much doubt if the district knows its good fortune. Does your district know how fortunate it is?—*Pacific Educational Journal.*

STEPHEN COLLINS FOSTER.

TO Pittsburg belongs the honor of having given birth to the foremost song-writer of of America, and Pittsburg does well to erect a monument to his memory. The cost of this memorial is to be ten thousand dollars, and persons desiring to contribute, who have enjoyed the charming songs of this composer, may do so by addressing the S. C. Foster Memorial Committee, Pittsburg, Pa.

Stephen Collins Foster was born in Allegheny, Pennsylvania, on the 4th of July, 1826. He was the youngest child of his father, William B. Foster—originally a merchant of Pittsburg, and afterwards mayor of his native city, member of the State legislature, and a Federal officer under President Buchanan, with whom he was connected by marriage, his daughter being the wife of Rev. Edward Y. Buchanan, a brother of the President. The evidences of a musical capacity of no common order were apparent in Stephen at an early period. Going into a shop one day, when about seven years old, he picked up a flageolet, the first he had ever seen, and comprehending, after an experiment or two, the order of the scale on the instrument, was able in a few minutes, uninstructed, to play any of the simple tunes within the octave with which he was acquainted. A Thespian society, composed of boys in their higher teens, was organized in Allegheny, into which Stephen, although but in his ninth year, was admitted, and of which, from his agreeable rendering of the favorite airs of the day, he soon became the leading attraction.

He was a boy of delicate constitution, not addicted to the active sports or any of the more vigorous habits of the boys of his age. His only companions were a few intimate friends, and, thus secluded, his character naturally took a sensitive, meditative cast, and his growing direlish for severer tasks was confirmed. At the age of thirteen he was a pupil at the Athens Seminary, Ohio, where his early efforts at musical composition won attention; but as the course of instruction there was not in harmony with his tastes, he soon withdrew, applying himself afterwards to the study of the French and German languages, a ready fluency in both of which he finally acquired, and especially to the art dearer than all other studies. A recluse, owning and soliciting no guidance but that of his text-book, in the quiet of the woods, or, if that were inaccessible, the retirement of his chamber, he devoted himself to this art. At the age of sixteen he composed and published the song, "Open thy Lattice, Love." In the year following he went to Cincinnati, entering the counting-room of his brother, and discharging the duties of his place with faithfulness and ability. His spare hours were still devoted to his favorite pursuit, although his productions were chiefly preserved in manuscript, and kept for the private enter-

tainment of his friends. He continued with his brother nearly three years.

At that time a Mr. Andrews, of Pittsburg, offered a silver cup for the best original negro song, Mr. Morrison Foster sent to his brother Stephen a copy of the advertisement announcing the fact, with a letter urging him to become a competitor for the prize. Stephen finally yielded, and in due time forwarded a melody entitled, "'Way down South, whar de Corn grows." When the eventful night came, the various pieces that were in competition were rendered to the audience by Nelson Kneass to his own accompaniment on the piano. The audience expressed by their applause a decided preference for Stephen's melody; but the committee appointed to sit in judgment decided in favor of some one else, himself and his song never heard of afterwards, and the author of "'Way down South" forfeited the cup. This experiment of Foster's, if it fell short of the expectations of his friends, served, notwithstanding, a profitable purpose, for it led him to a critical investigation of the school of music to which it belonged. This school had been, and was yet, unquestionably popular. To what, then, was it indebted for its captivating points? It was to its truth to Nature in her simplest and most childlike mood. Settled as to theory, Foster applied himself to the task of its exemplification. Two attempts were made while he yet remained in Cincinnati, the pencil-drafts of which, however, were laid aside for the time being in his portfolio. His shrinking nature held timidly back at the thought of a venture before the public; and so the case stood until he reappeared in Pittsburg.

The Presidential campaign of 1844 was distinguished by political song-singing. Clubs for that purpose were organized in all the cities and towns and hamlets. So enthusiastic became the popular feeling in this direction, that, when the November crisis was come and gone, these clubs lived on. Among them was one, composed of half a dozen young men, since grown into graver habits, with Foster—home again, and a link once more in the circle of his intimates—at its head. One night he laid before them a song entitled "Louisiana Belle." The piece elicited unanimous applause. Its success in the club-room opened to it a wider field, each member acting as an agent of dissemination outside, so that in the course of a few nights the song was sung very widely in Pittsburg. Foster then brought to light his portfolio specimens, since universally known as "Uncle Ned," and "O Susanna!" The favor with which these latter were received surpassed even that rewarding the "Louisiana Belle." Although limited to to the one slow process of communication—from mouth to ear—their fame spread far and wide, until from the drawing rooms of Cincinnati they were introduced into its concert halls, and there became known to Mr. W. C. Peters, who at once addressed letters requesting copies for publication. These were cheerfully furnished by the author. He did not look for remuneration. For "Uncle Ned," which appeared in 1847, he received none; "O Susanna!" soon followed, and "imagine my delight," he writes, "in receiving one hundred dollars in cash! Though this song was not successful," he continues, yet the two fifty-dollar bills I received for it had the effect of starting me on my present vocation of song-writer." In pursuance of this decision, he set himself to work, and began to pour out his productions with astonishing rapidity. Out of the list, embracing about one hundred and fifty of his songs, the most flatteringly received among his negro melodies were those already enumerated, followed by "Nelly was a Lady," in 1849; "My Old Kentucky Home," and "Campdown Races," in 1850; "Old Folks at Home" in 1851; "Massa's in the Cold Ground," in 1852; "O Boys, Carry me 'long," in 1853; "Hard Times come again no more," in 1854; "Way down South," and "O Lemuel," in 1858; and "Old Black Joe," in 1860. In all these compositions Foster adhered scrupulously to his theory adopted at the outset. His verses are distinguished by a *naïveté* characteristic and appropriate, but consistent at the same time with common sense. Enough of the negro dialect is retained to preserve distinction, but not to offend. The sentiment is given in plain phrase, and under homely illustration; but it is a sentiment nevertheless. The melodies are of twin birth, literally, with the verses, for Foster thought in tune as he traced in rhyme, and traced in rhyme as he thought in tune. Of easy modulation, severely simple in their structure, his airs have yet the graceful proportions, animated with the fervor, unostentatious but all-subduing, of certain of the old hymns (not the chorals) derived from our fathers of a hundred years ago.

That he had struck upon the true way to the common heart, the successes attending his efforts surely demonstrate. His songs had an unparalled circulation. The commissions accruing to the author on the sales of "Old Folks" alone amounted to fifteen thousand dollars. Artists of the highest distinction favored him with their friendship; and Herz, Sivori, Ole Bull, and Thalberg, were alike ready to approve his genius, and to testify that approval in the choice of his melodies as themes about which to weave their witcheries of embellishment. Complimentary letters from men of literary note poured in upon him; among others, one full of generous encouragement from Washington Irving, dearly prized and carefully treasured to the day of Foster's death. Similar missives reached him from across the seas—from strangers and from travellers in lands far remote; and he learned that, while "O Susanna" was the familiar song of the cottager of the Clyde, "Uncle Ned" was known to the dweller in tents among the Pyramids.

Of his sentimental songs. "Ah, may the Red Rose live alway!" "Maggie by my Side," "Jennie with the Light-brown Hair," "Willie, we have missed you," "I see her still in my Dreams," "Wilt thou be gone, Love" (a duet, the words adapted from a well-known scene in Romeo and Juliet), and "Come where my love lies dreaming" (quartet) are among the leading favorites. "I see her still in my Dreams," appeared in 1861, shortly after the death of his mother, and is a tribute to the memory of her to whom he was devotedly attached. The verses to most of these airs—to all the successful ones—were of his own composition. Indeed, he could seldom satisfy himself in his "settings" of the stanzas of others.

The last three years of his life Mr. Foster

passed in New York. During all that time his efforts, with perhaps one exception, were limited to the production of songs of a pensive character. He died after a brief illness, on the 13th of January, 1864. His remains reached Pittsburg on the 20th, and were conveyed to Trinity Church, where on the day following, in the presence of a large assembly, appropriate and impressive ceremonies took place, the choral services being sustained by a company of his former friends and associates. His body was then carried to the Allegheny Cemetery, and, to the music of "Old Folks at Home," finally committed to the grave.

Mr. Foster was below medium height, and of slight, well proportioned frame. His shoulders were marked by a slight droop—the result of a habit of walking with his eyes fixed upon the ground a pace or two in advance of his feet. He nearly always when he ventured out, which was not often, walked alone. Arrived at the street-crossings, he would frequently pause, raise himself, cast a glance at the surroundings, and if he saw an acquaintance nod to him in token of recognition, and then, relapsing into the old posture, resume his way. At such times —indeed, at any time—while he did not repel, he took no pains to invite society. He was entertaining in conversation, although a certain hesitancy, from want of words and not from any organic defect, gave a broken style to his speech. For his study he selected a room in the topmost story of his house, farthest removed from the street and was careful to have the floor of the apartment and the avenues of approach to it thickly carpeted, to exclude as effectually as possible all noises, inside as well as outside of of his own premises. The furniture of this room consisted of a chair, a lounge, a table, a music-rack, and a piano. From the sanctum so chosen, seldom opened to others, and never allowed upon any pretence to be disarranged, came his choicest compositions. His disposition was naturally amiable, although, from the tax imposed by close application to study upon his nervous system he was liable to fits of fretfulness and skepticism that, only occasional and transient as they were, told nevertheless with disturbing effect upon his temper. In the same unfortunate direction was the tendency of a habit grown insidiously upon him—a habit against the damning control of which (as no one better than the writer of this article knows) he wrestled with an earnestness indescribable, resorting to all the remedial expedients which professional skill or his own experience could suggest, but never entirely delivering himself from its inexorable mastery.

In the true estimate of genius, its achievements only approximate the highest standard of excellence as they are representative, or illustrative, of important truth. They are only great as they are good. If Mr. Foster's art embodied no higher idea than the vulgar notion of the negro as a man-monkey—a thing of tricks and antics—a funny specimen of superior gorilla—then it might have proved a tolerable catch-penny affair, and commanded an admiration among boys of various growths until its novelty wore off. But the art in his hands teemed with a nobler significance. It dealt, in its simplicity, with universal sympathies, and taught us all to feel with the slaves the lowly joys and sorrows it celebrated. May the time be far in the future ere lips fail to move to its music, or hearts to respond to its influence, and may we who owe him so much preserve gratefully the memory of the master, Stephen Collins Foster.—*Robert. P. Nevin, in Atlantic Monthly.*

EVOLUTION OF ONE TEACHER.

BY W. J. MEREDITH.

"BY next winter you ought to be able to teach, John," said his aunt, "and then you can make money enough to finish your education later on. There's no use in feeling blue and discouraged now. You'll come out all right yet."

But John was utterly downcast. He had planned and built air castles, had given days and nights to this passion for a college education. What he would do with it when he got it was not clear to him, but, for that matter, few of us know just what we mean to do with the object of our intensest desires, and most of us would be rather embarassed if we could obtain our wishes without the preliminary mental adjustment that comes through continued pursuit.

Still John persisted. His uncle, the circuit preacher, gave him secret encouragement, and when a little so-called college was started by two adventurous professors in the village near, John grew more troublesome. His father, unable to spare the few dollars necessary to pay the expenses of attendance, told him he might "work out and earn his own way." How hard John toiled next summer—at fourteen dollars a month; how sore his feet were at night from stumbling over clods and stones behind the plow or harrow; how his head swam with the heat and his back ached in the harvest field, only a farmer boy away from home can realize. How proudly he entered college in the fall with his Latin and his algebra; how bravely he withstood the town-boys' ridicule of his freckled face and cow-hide boots.

And now, after three blissful months, Prof. McGrew had announced that the college must be given up; times were too hard; it was impossible to make expenses. That was bitterness! He had caught a brief glimpse of "delectable mountains," and now to have the fair vision shut out by the chilling mists of poverty, to go back to hoeing potatoes in the sun and feeding cattle in the snow, away from the kindly professor he had learned to love so much; to depend upon a stray paper, or an occasional borrowed book, to satisfy his mental hunger, was wretchedness unutterable! His aunt's advice was a mockery. He knew far better than she his utter unfitness for the work, and yet if he could teach as Prof. McGrew could do—could draw out the soul of a boy and lead him a devout and humble

worshiper to the shrine of knowledge, that wonld be a life indeed.

A differently constituted boy might have rebelled against his lot, felt blue for a time, and then gone back resignedly to his former life of sowing and reaping, tilling and garnering, to the end of his days. And far be it from me to say that his life might not be as well spent and his place as well filled as that of restless John—only John could not do so. The next autumn there came to an adjoining district a young man of rare teaching ability, whose reputation had preceded him. John took his father's advice and entered a class of young men and young women situated somewhat as he was, and then began a school year of work that will always stand out in the memories of those boys and girls as the opening of a gate to the knowledge of their own capabilities, and the possibilities of the years to come. All the mass of unassorted odds and ends of knowledge collected by John during the years he stumbled through history, geography, grammar, began to take form. Higher branches were taken and pursued with eagerness. New thoughts and aspirations filled the young students almost to the exclusion of every-day life, and in after years the name of that young teacher would bring to John and his classmates a swelling of the heart, a softened tenderness of the eye, that only the memory of a loved teacher can excite.

At the next county teachers' examination, five of the class passed and were granted certificates licensing them to teach, and John was one of them. Then came the weary hunt for schools, and after many rebuffs on account of his boyish face, awkward manners, and lack of experience, John was employed by the Pleasant Point district school board at $30 a month. So began John's life as a teacher, not a professionai one, for he still looked forward to saving up money to go to college. Professional pride came later when he awoke to the fact that he had found his vocation, that instead of its being a stepping stone to something better, teaching was to be his life-work.

He was fortunate in his choice of a boarding place, and here let me say that the success of the country teacher depends in no slight degree upon this choice. John boarded with Uncle John Brown, the acknowledged leader of the community, the arbiter of all disputes, the friend and adviser of every reputable person in the neighborhood. The young teacher was treated in every respect as a son would be; his comfort was looked after, and his liberty to come and go at all times was accorded him without restraint.

He would have been entirely happy but for his school. He began his school work awkwardly enough, very much as a boy who has watched carpenters at their work would begin to build a house. He imitated as closely as he could the work of George Witte, even to the form of his daily programme, but it was not long before the fact forced itself upon his consciousness, that, aside from his imperfect knowledge of the branches taught, there was something that stood in his way as a teacher.

Why was it that he as well as his pupils came to the recitation without interest and closed it dissatisfied? Where were the eager interest and animated discussion that always made the recitation in George Witte's and Professor McGrew's classes a season of delight to all concerned? There must be some quality lacking in his make-up, he thought, and though he prepared each lesson with the utmost care, and racked his brain to remember how George Witte did this thing and that, he sank deeper into the "slough of despond" day by day, for he was too honest to sink into a self-satisfied petty taskmaster, "to hear lessons" perfunctorily and draw his salary with a quiet conscience.

"It must be that the teacher, like the poet, is born, not made, and that I am not built for such work," he said. "To-day has been a miserable failure. I am wretched, and the sullen looks of my pupils show that they are neither interested nor benefited by the day's work. Such work is little better than stealing the district's money! I wonder if it is so with all beginners."

The next forenoon there stood in the doorway, unannounced, a wiry little man, whose restless brown eyes silently and swiftly took in every detail of the schoolroom, his face clouding with impatience and disapproval as the teacher and class floundered on with the grammar recitation. Coming forward and shaking hands with John in his brusque way, he took the book from the teacher's hand, glanced over the page to get an idea of the subject under discussion, laid the book face down on the desk, took up a piece of chalk, and then there followed such a recitation as that class had never known before. Poor John, sore and bitterly humiliated, found his bitterness leave him, his mind clear, and his heart warm with such an interest as he had not experienced since George Witte had stood before his class in old "No. 10" and led them into the student's paradise.

This visit of the county superintendent had been one of the events which John knew could not be escaped, though the thought of it had never failed to send a cold wave of dread over him, and now it had come. He knew his work had been condemned, and justly, too—that was the worst of it. Notwithstanding the few earnest words of encouragement and admonition the superintendent had given him and the school, he dismissed the pupils for the noon recess with a feeling that solitude, absolute and never ending, was the only bearable thing in existence. He slowly turned to meet the superintendent's eye when the last child passed out, and started at the hearty words and kindly smile that greeted him.

"Get you hat and come with me. You can eat your dinner when you get back. I am going over to see Brown in No. 37, and you can ride a mile with me and walk back. Do you good. I wont call this a visit. I'll be back in a week or two.

"How long have you been at work here?" he asked when they were on their way."

"'Three weeks?' Been like a half century hasn't it? Say, you want to keep your eye on that little fellow that sits by the window, and you'd better separate those two big girls. Your school is small, but you must keep it well in hand or you'll be in hot water before you know it. You must have good order first of all, or your work can have little effect. What are you reading, professional I mean? 'Nothing?' That won't do. Come over to town after school Friday afternoon and stay all night with me. I want to talk to you, and you'd better see George Bliss and tell him to let you have my Swett's Methods. Take care of it, and get one of your own as soon as you can. You need it right now and every day. And shape your plans to attend our Normal Institute next summer, if you're going to teach in my county. I'll lend you a stack of old School Journals when you come over Friday, and my wife will tell you how they used to teach back in New York. Good-bye, and don't forget the Swett's Methods," and away went the incarnation of restless energy, leaving John to plod back to his work, humbled to the dust, but cheered too, by the kindly interest and mock severity of the little superintendent.

John ate no dinner that day, and the pupils wondered at the softened mood that had taken the place of the irritable manner that had been growing upon him for the week previous. The conversation around the superintendent's tea-table when John kept his engagement, Friday, shone afterward in his memory like a star. He brought away with him a luminous thought, that there was a profession called teaching, not merely a business by which one could earn money, but a sacred calling second to none which man might follow; that though his work was crude and imperfect, he was young, and the means of improvement lay open to him. They had talked long of normal schools, and the good time coming when every teacher would go forth to his work equipped with a professional education; how in the meantime, earnest teachers were striving by means of pedagogical books, educational papers, aud normal institutes, to overcome in some measure, the lack of training among numbers of their profession.

"Seventy per cent. of our teachers begin their work as you did, John, totally without professional training," the superintendent had said. "Is it any wonder that our schools fail to accomplish what is expected of them, or that our profession is looked upon by most people as a sort of peddling business? The election of our county superintendent is made a political matter, and no thought is given to his fitness for the place. Nothing but the special providence that always follows children prevents our teachers doing incalculable harm."

The old School Journals were a revelation to the young teacher, but best of all was the Swett's Methods. A strong professional interest in his work began to animate him, and instead of weary drag of routine lesson learning, he began to see that a teacher might and should love his work as any other artist might do. His pupils paid him back with redoubled docility and industry, and, though he could not shut his eyes to the fact that he was only a very awkward, though earnest apprentice, unskillfully working with priceless material, his conscience no longer tormented him, his self respect came back and never again deserted him.

When his three months' term came to an end, he could see that he had taken a long step toward becoming a professional teacher. But when the school board tendered him the winter term with increased salary, he felt that he would rather leave behind him the scene of his many blunders and begin anew in another place.

The Normal Institute held at the county seat the next summer was a four weeks' dream of pleasure to the now awakened teacher. The daily association with men and women whose lives had been consecrated to this highest of all callings kindled John's soul into a fervent flame of devotion to the work.

The conductor raised him to the pinnacle of happiness by drawing out and praising some clever work he had done in language, and by advising him in his choice of a few good books—"teachers' indispensables."

I have no time to tell the story of how crowded winter schools taught John the art of school discipline and economy of time; how small summer schools gave him time for professional reading and study; how this five years' apprenticeship in country schools was followed by a village principalship, marriage, and the blessed influences of a home of his own; how a parent's joys and cares gave John a clearer insight into child-life and children's needs; how, still a student, feeling as a sort of personal wrong, the deprivation of that longed-for college course, John works and waits, feeling that

> "There are other nobler works to do
> And victor he must ever be"

The record of the many failures, the many helpful expedients learned, the triumphs and defeats, is, as Kipling says: Another story.—*N. W. Journal of Education.*

Give rest! tired hands and feet drag slow;
Give sight to eyes too full of tears to see,
Give music where sweet trumpets never blow,
Give happiness, and joy shall garment thee.

HINTS ON SPELLING.

BY D. C. MURPHY.

THE reason some children do not learn to spell easily is because they do not know how many syllables are in some words, nor how to separate words into syllables, so that another valuable exercise for the preparation of a spelling lesson is to divide the words into syllables by use of the hyphen. We teach the child that, in general, there are as many syllables in a word as there are distinct vowel sounds, and that a syllable consists of a word or part of a word that is spoken by a single impulse of the voice, and that syllabication is the division of a word into such parts as are made by a single impulse of the voice. Teachers may, with considerable profit to their pupils, spend time in having pupils divide the words of two or more syllables into separate syllables. For instance, hand and broad have each a single syllable, while handful and broader are words of two syllables each. If the pupils are given for their seat work the words in the lesson to divide off into syllables by placing the hyphen (-) between the syllables, teachers will find that pupils will gain many new ideas with reference to the pronunciation and meaning of words. While they are dividing the words, they can also arrange them alphabetically. For example, take certain important words in a lesson; I find they are:—

horizon.	banana.	delicious.
parallel.	volcano.	gardener.
geography.	ostrich.	numerator.
milliner.	icicle.	premium.
coordinate.	scholar.	Carolina.
	elephant.	

The pupil looks over the list carefully and places the words in alphabetical order, and divides them into syllables, and they will appear as follows:

ba-na-na.	ge-og-ra-phy.	os-trich.
Car-o-lina.	ho-ri-zon.	par-al-lel.
co-or-di-nate.	i-ci-cle.	pre-mi-um.
de-li-cious.	mil-li-ner.	schol-ar.
el-e-phant.	nu-mer-a-tor.	vol-ca-no.

If any words are presented in the lessons which the pupil cannot separate into syllables readily, teach him the use of the dictionary and let him use it freely.

No child can thus take up words and divide them without concentrating his thoughts upon the work. His mind is quickened, and while he is really doing something that arouses his interest, his power of thinking is developed, and he is soon able to master many hundreds of words.—*Journal of Education.*

STORY IN MULTIPLICATION.

KITTY sat under the sweet-apple tree in the golden October noontime, crying salt tears into her Primary Arithmetic.

"Now, what's the matter, Kittyleen?" asked big brother Tom, coming out with his Greek Grammar under his arm. "I supposed you were eating sweet apples and studying, and I came out to do so, too, and here you are crying."

"It's—this—dreadful—multiplication-table!" sobbed Kitty. "I can't never learn it, never!"

"Hard?" asked Tom.

"Oh, it's awful! Harder than anything in your college books, I know. It's the eights this afternoon, and I can't learn them, anyhow."

"Don't you know how much eight times one is?" asked Tom, picking up a sweet apple and beginning to eat it.

"Yes, of course. Eight times one is eight. I can say up to five times eight all right."

"Can you? Well that's encouraging, I'm sure. Let's hear you."

Kitty rattled it off like a book. "Five times eight is forty"—and there she stopped.

"Oh, go right on!" said Tom. "Six times eight is forty-eight."

"I can't," said Kitty. "I can't learn the rest. I've tried and tried, and it's no use."

"Do you learn so hard?" asked Tom. "Now hear this, and then repeat it after me as well as you can." And Tom repeated a verse of a popular college song.

Kitty laughed, and repeated the nonsense word for word.

"Why, you *can* learn!"

"But that has a jingle to it. It isn't like the dry multiplication-table."

"Let's put a jingle into that, then.

"'Six times eight was always late,
Hurried up, and was forty-eight;
Seven times eight was cross as two sticks,
Had a nap and was fifty-six.
Eight times eight fell onto the floor,
I picked it up and 'twas sixty-four;
Nine times eight,—it wouldn't do,
I turned it over, 'twas seventy-two.'"

"Did you make that all up, now?" asked Kitty, in wonderment.

"Why, yes," laughed Tom.

"Oh, it's splendid! Let's see, how is it?" And she went straight through it with very little help. "Ten times eight is eighty. That one's easy enough to remember."

"And, now," said Tom, when she had the jingle well learned, "say the table aloud and the jingle in your mind as you go along."

Kitty tried that, and a very few times made it a success. With the ringing of the first bell she was ready to start for school, with those "dreadful eights" all perfect.

"You're the best Tom in the whole world!" she said, with a good-by kiss. "And I don't believe there's another boy in college that could make such nice poetry."

Tom laughed as he opened his Greek Grammar.—*Exchange.*

AN ELECTRICAL TRIUMPH.

AN oration on the "Progress and Future of Electricity" was delivered by Dr. Chauncey M. Depew to an audience of about 10,000 people, assembled in the hall of the National Electrical Exposition, in New York, Saturday evening, May 16th.

To demonstrate the promptness of modern telegraphic service, a message written by Dr. Depew and addressed to Mr. Edward D. Adams, President of the Cataract General Electric Company, was transmitted over the lines and connections of the Postal Telegraph Cable Company, from New York via Chicago, Los Angeles, San Francisco, Vancouver, Winnipeg and Canso, to London and back, via Boston to New York. Col. Albert D. Chandler, President and General Manager of the Postal Telegraph-Cable Company, acted as the sending operator in the north balcony and started the message on its long journey at 8:34 o'clock in the evening. Mr. Thomas A. Edison, who in his younger days was also a telegraph operator, received the message in the south balcony when it came back, handing a copy in his own beautiful handwriting to Mr. Adams at 8:38 p. m., the time occupied in carrying the message over 15,000 miles of a part of the Postal Cable Company's overland and cable system being exactly four minutes. That portion of the circuit between New York and Buffalo was energized with electricity generated by Niagara Falls at the plant of the Cataract General Electric Company.

Mr. Depew's message and Mr. Adams' reply were as follows:

"No. 1, May 16, 1896.

To Edward D. Adams, New York, via San Francisco, Vancouver, Montreal, Canso, London, Lisbon, Bombay and Tokio.

God created, nature treasures, and science utilizes electrical power for the grandeur of nations and the peace of the world. CHAUNCEY M. DEPEW.

To Chauncey M. Depew, New York, via Tokio, Bombay, London, Canso, Montreal, Vancouver and San Francisco.

Mighty Niagara, nature's wonder, serving man through the world's electric circuit, proclaims to all peoples science triumphant and the benevolent Creator.

EDWARD D. ADAMS.

When the message reached London a copy was handed to the Eastern Telegraph Company, and was forwarded by it over various lines and cables via Lisbon, Gibraltar, Malta, Alexandria, Suez, Aden, Bombay, Madras, Singapore, Hong Kong, Shanghai, and Nagasaki to Tokio, Japan, returning thence via London and reaching the Exposition at 9:24 p. m.

The Western Union Telegraph Company and connections also transmitted a copy of the message from New York through Mexico, down the west coast and up the east coast of South America, thence to Spain and back to New York, the time occupied being twenty-one minutes.

The arrangements for Mr. Depew's oration and the demonstrations of what is possible in long distance electrical transmission were conceived and carried out by Mr. F. W. Hawley, Vice-President and General Manager of the Cataract General Electric Company, which company furnished the current for the initial circuit.

These demonstrations of the annihilation of time and space by means of modern telegraph facilities are the most extensive that have ever been undertaken. The invention of instruments and construction of the vast system of telegraph lines and cables, which make these remarkable feats possible, have all been the work of scarcely more than fifty years, and a large portion of it of the last dozen years. No better illustration of the world's progress during the latter half of the nineteenth century could possibly have been devised.

The very men who handled the message in the hall are older than the science of which they are the masters, and there are many present who remember the occasion of the sending of Morse's world-famous first message—"What hath God wrought!" He had promised Miss Ellsworth, daughter of the Commissioner of Patents at Washington, that she should have the honor of writing the first dispatch over the line between Washington and Baltimore, and, when all was ready, she gave him these words of the old prophet, more appropriate and forcible now than ever before.

FOUR GLIMPSES.

BY A. M. M'CAINE.

A ROCKY, dusty, desolate New England village. At the little station James Holcombe is using his awkward, youthful strength in the piling of wood for the railroad, while on the platform watching and smoking lounges Bill Morrison, Blankville's richest, most disreputable resident.

"Say, Jim, d'you ever think of goin' to college?" suddenly comes from behind the pipe.

"Yes, Mr. Morrison, lots of times, but it's no use; it's lucky I've had my schooling, for now father and mother are gone I've nothing left—but the good name" —and the wood goes up very slowly.

After a long silence—"Say, Jim, d'you ever figger on it?"

"Yes, I have, but I can't make it go."

Another long wait, while the busy hands and the lazy pipe do their work.

"Jim, you figger some more 'n let me know what it'll take,'n you sh'll have the money. You needn't to be s'prised. I've allers liked you, you see, 'n I calc'late old Uncle Bill'd be better pleased it sh'd go that way than in fillin' me up on whisky 'n I can't drink it all, neither."

Over to the platform comes "Jim," both honest hands held out. "Thank you, thank you, Mr. Morrison; that's a generous offer and I'll take it, for I know you mean just what you say"—so the piling and the smoking grow very brisk and cheery.

* * * *

A quiet old college town with its stately buildings and peaceful, shady streets.

The term work here and the vacation school teaching are very different from Blankville academy, the hillside farm and the "chores," but the boy is the same; under better clothes and more polish is the same earnest, helpful spirit.

"That young Holcombe will make a good thing of his four years," says one professor to another.

"It won't be his fault if he doesn't, and we mustn't let it be ours," said two pairs of friendly eyes, watching the slender figure crossing the college green.

* * * *

A bustling, growing, western city. Out of one of its great school buildings, at the dismissal hour, hundreds of children are marching; between the double lines watching the steady step, giving a word here, a smile there, stands Professor Holcombe, principal of this largest of the city's schools.

Dr. Lee, passing in his carriage, remarks to his neighbor, the Rev. Mr. Brown, "There's the Professor's body-guard; all the other children envy those who can go to school to him."

"Yes, no wonder. To my certain knowledge that man has helped, is helping, more struggling humanity than any two of our city's millionaires. He's in the night-schools, in his day school, in the charitable work everywhere. It is not with money that he helps, for he can't do much there; he's just finished paying the debt for his college education; it's his care and sympathy which make him the man whom the children love."

* * * *

A calm, beautiful "city of the dead." Under the great trees is gathered a silent, reverent crowd, and so many of the crowd are children, not pushing, jostling, shouting, but listening with sad and earnest faces.

One flower-strewn grave with its simple monument is the centre of the throng. Closest round it stand the men and women who have been fellow-workers with the friend whom they all mourn, and one gray-haired teacher speaks:

"This monument, erected by the city school children, to the memory of their beloved superintendent, marks the close of a long, beautiful life. James Holcombe was a boy more friendless, poorer than any boy here to day, when suddenly help came," and then he tells the story we have told.

"That money has helped you, boys and girls; it, with God's aid, made of

the New England lad a noble teacher, and his words and works will live again in you. The lender of the money died years ago, died no better than he lived; he could not be a man himself, but he could help another, and somewhere, somehow, he will have full credit for his share in this good man's life.—*Exchange.*

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, JUNE, 1896.

The best of men that ever wore earth about him was a sufferer, a soft, meek, patient, humble, tranquil spirit; the first true gentleman that ever breathed.—*Decker.*

Ye may be ave stickin' in a tree, Jock; it will be growin' when ye're sleepin'.—*Scotch Farmer.*

N. C. SCHAEFFER. - - - - J. P. McCASKEY.

THE triennial election of Superintendents on the first Tuesday of May showed a very decided tendency in the direction of civil service. More than one hundred of the old Superintendents were re-elected. At the expiration of the term for which the late election was held, at least fifty will have been in office not less than nine years, thirty-three not less than twelve years, nineteen not less than fifteen years, twelve not less than eighteen years, six not less than twenty-one years, four not less than twenty-four years, whilst W. W. Cottingham, of Easton, will head the list with a term of service as Superintendent covering thirty-three years, Superintendents Luckey and Patterson coming next with a term of at least thirty years each. Of those who go out of office only two had served less than two terms; fourteen had served at least three terms; seven at least four terms, whilst Superintendent Transeau heads the list with twenty-one years, and Superintendent Ryan follows next with eighteen years. Counting the years which Dr. S. A. Baer served as Superintendent in South Carolina, his career as a school officer covers not less than two decades. These figures show in a general way that the directors, who have the best opportunity for observing school work, are averse to frequent changes in the important department of school supervision. This is further evident from the increase of salaries in spite of hard times. The directors of Allegheny county raised the salary from four to five thousand dollars; those of Pittsburg from thirty-five hundred to four thousand, and those of other cities, boroughs and counties from one to five hundred dollars. Supt. Mackey, of Butler, was re-elected, with an increase from fifteen hundred to two thousand, whilst the city of Reading tempts him with twenty-five hundred. A decrease occurred in a few instances in which new and untried men were elected. Two lady Superintendents were re-elected, namely, Miss Anna Bodler of Potter, and Miss Tillie S. Booz of Bristol borough. In Cameron county Miss Mattie M. Collins succeeds Miss Ella Herrick. Although time will undoubtedly show that the directors were not infallible in their choice in every instance, the result as a whole proves the wisdom and statesmanship of those who framed our laws governing the election of Superintendents of Schools.

THE programme of the meeting at Bloomsburg is not quite ready for publication at the time we go to press. It will be out early in June. Among subjects to be discussed are the following: The Psychology of Number Practically Applied; the County Institute; Ways and Means of Improving Teachers now in office; Music in the Public Schools; A Critique of Methods of Teaching Reading now in vogue, including the Pollard method, Fundenberg method, Ward Rational method, Farnham Sentence method, etc.; Child Study; Round Table Conferences on High and Grammar School work, Primary School work, and Rural (Ungraded) School work; the Relation of the Normal Schools to the Common School System; and Mistaken Views of Education. Gov. Hastings and State Supt. Schaeffer will address the Association on Wednesday evening, July 15th.

There will be a reception given to the members of the Association by the citizens of Bloomsburg on Tuesday evening, just after the Inaugural Address by the President. Arrangements for this reception are in the hands of a committee of prominent citizens. Arrangements are also being made to conduct members of the Association through the leading

factories of Bloomsburg. The silk mill, woolen mill, desk factory, carpet factory, furniture factory, brass tube factory, Paul E. Wirt pen factory, the car shops, etc., are among the leading industries to be visited by those interested.

The hotels of Bloomsburg are making extensive preparations for the accommodation of visitors, and by request of many prominent members of the Association, the Normal School dormitories and dining-rooms, will be open for the accommodation of guests.

In applying for orders for excursion tickets, enclose a stamp, full name and address, to Mr. G. E. Wilbur, Bloomsburg, Pa. State number of orders needed, name of railroad and station from which you start, and name of each railroad upon which you will travel.

THE railroads have arranged to extend the time on tickets to the National Educational Association, Buffalo, to July 31st, subject to the following conditions: To secure the extension of time, all tickets must be deposited with the Joint Agent of Terminal at Buffalo on or before July 10th. This arrangement of adding two weeks to the time ought to mean much for the success of the N. E. A. meeting, as it will enable visitors from the East to take in Niagara Falls, Toronto, Chautauqua, and many other points of interest in that vicinity. The programme presents a strong array of names and topics. It may be had by addressing Albert E. Swift, Local Secretary N. E. A., Buffalo, New York.

THE School Commissioners of New York city are looking for a City Superintendent. They want the best man in the country whose services can be secured. The name of Dr. Gilman, President of Johns Hopkins University, has been under consideration, but the trustees, the faculty, and the alumni of this institution have made such earnest protest against his leaving them that New York must look elsewhere. In the number of *The Outlook* for May 23d, Lyman Abbott discusses the situation, in the hope of relief from that mere machine organization into which graded schools are so likely to drift when superintendents and principals put upon their work business brains only, lacking that power to arouse and inspire, which is the essential thing in school direction or administration. President Felkel, of Grand Rapids, Michigan, says: "It is a strange commentary that in our ungraded schools throughout the country children attending school from four to six months per year for a period of from six to eight years are better educated and prepared to enter upon the ordinary duties of life than the majority of children after taking the full course of eight years of ten months per year." We doubt the truth of this sweeping assertion, but can readily see how it might be true. Hear Dr. Abbott on the New York situation:

"The importance in the present crisis in the history of New York city schools of having the best equipped man for the place in the country as Superintendent of Schools justifies *The Outlook* in urging again upon the School Commissioners the great responsibility which rests upon them in choosing a successor to Mr. Jasper, whose term expires on the first of next month. Mr. Jasper has been the head of the schools in this city for many years, and is a man of very considerable executive ability, whose knowledge of the detail of the department is probably unrivaled, and who has very excellent abilities in several directions; but he is not in any sense an educational expert. He is conspicuously lacking in those qualities which the city of New York needs pre-eminently at the present moment. He is not in touch with the modern educational movement, and he is lacking in the elements of leadership. The public school system of the city needs, above all things, the breath of a new and deeper intellectual and spiritual life. Its mechanism is already thoroughly elaborated; it suffers *from too much organization*. What is now needed is that vital spirit without which the best educational methods are as dry and unproductive as the bed of a stream in a drought in August Mr. Jasper has served the city well along the line of his own capacity, but the city needs a new Superintendent of Schools, and the selection ought to be made without reference to personal considerations, and solely on the ground of securing highest competency. The position is a very difficult one. Whoever comes here and makes an impression on our schools must bring not only pedagogic genius, but also the zeal and courage of a reformer. It is, nevertheless, a very desirable position for a man of the right sort, because it is a great educational opportunity."

DR. BURROWES had for nearly twenty years been advocating Normal Schools as an essential feature of our system of Common Schools. He had given the subject more thought than any other man in the State, and with the patience of hope deferred, continued to urge it in one form or another upon the attention of the public, trusting that something would come of it. In his report for 1836 he recommends two schools, in that of 1837 he continues to urge the training of teachers, and again, in his memorable report of 1838, he presents the subject very forcibly, saying that five such schools "would be capable of affording instruction to 2500 students at one time," of whom "one-half would necessarily complete their course each year."

IN conducting the City Institute of Scranton, Supt. Howell adopted the plan of having each session opened with a lecture on the life and services of a great educator. Pestalozzi, Froebel, Herbart, Horace Mann, were thus brought to the attention of the teachers. Keep in view also the educational history of Pennsylvania, and the good men who have been instrumental in making it. It is not well our teachers, even Normal graduates, should of all this be densely ignorant.

THE fourth Summer Meeting, conducted by the American Society for the Extension of University Teaching, will be held in the buildings of the University of Pennsylvania, Philadelphia, from Monday, July 6th to July 31st, 1896. Because of a guarantee fund of one thousand dollars given by a gentleman interested in the public schools of Pennsylvania, the society is able to offer the Inclusive Ticket for this Summer Meeting of four weeks, of which the regular price is $15.00, for the very low sum of $5.00. This almost nominal rate is made only to the teachers of Pennsylvania. This ticket admits to the lectures in all the departments. The regular convention railway rate of one and one-third fare for the round trip has also been given. The programme being fully up to the high standard set in the three previous sessions, this opportunity to the live and earnest teacher of spending a few weeks in the stimulating atmosphere of the University and of Philadelphia, is one not to be disregarded. If the reader wishes to know what wonderful variety is here offered, and what an extraordinary list of lecturers of reputation in their special branches has been announced, he can obtain full information by addressing Edward T. Devine, Director, No. 111 S. 15th st., Philadelphia. Write to him, and spend these weeks at the University if you can do so. It will mark an era in your life both as a teacher and as a human being. There will be more of you ever after, that is to say, you will weigh more on the scales intellectual and spiritual.

THE June *Atlantic* contains a third paper in the series on The Case of the Public Schools. It is entitled The Politician and the Public School, and is written by Mr. L. H. Jones, Superintendent of Schools, Cleveland, Ohio. Mr. Jones uses as the basis of his paper information received from over 1,600 teachers and superintendents in all parts of the nation. This article is a striking presentation of the evils due to political influences in public school matters. He cites the schools of Indianapolis and Cleveland as examples of the benefits of freedom from these influences. Mr. Jones writes with great earnestness, and speaking as he does from a long and varied experience in the public schools of this country, his judgments should have great weight with all thinking people.

HON. H. C. HICKOK says of the work of Dr. Burrowes: "He had the arduous and difficult and untried pioneer task of putting the new free school system into operation and prescribing rules and forms and regulations for organizing and administering the schools, a service which gained for him great and enduring reputation. His last masterly annual report for 1838 was a brilliant programme thrown upon the canvas of the future, but so far in advance of the times as to be unpractical then, and there being neither public sentiment nor public funds to make his suggestions in that report available, in the political commotion of the times they slowly faded from the public consciousness and were forgotten except as a vague tradition. This was the common fate of school reports all through the germinating period of our school history."

IF anybody wants to get a book for $1.50, that would demoralize the best of the champion spellers, in these days of spelling matches, let him send to C. W. Larison, Ringos, New Jersey. It's the

most unique thing in the way of bad spelling to be found anywhere, we suppose, upon the continent. A friend, when it came in, opened the innocent-looking volume, glanced at a page or two and closed it, horror-stricken, saying, "Here's a frightful book!" The writer looked at it a few moments and flung it away, glad to get it out of his hands, lest, as a speller, he might be forever transfixed by this Gorgon terror, and so lose the little sure knowledge of our happy-go-lucky orthography that he finds useful at times for proof-reading and other purposes. The publisher, in a letter received with the book, says: "Bi the mal ov yesterda I sent yu a volum entitled Reminissensez ov Scul Lif. Plez notis it in the periodical hwich yu edit and send me a copi ov the ishu containing the notis. The buc wil be sent, bi mal, tu eni addres on reset ov the pris, $1.50." He is no doubt an excellent but misguided man, with a dream—like some of the rest of us—of benefit to his kind in his little day of grace. But the pleasant dream seems here to have drifted into a sort of spellers' nightmare.

A LARGE party of a hundred or more pupils and teachers of the West Chester State Normal School made a pleasant and profitable visit to Washington a few weeks since. They saw much of special interest at the National Capital, and they all agree that seeing is better than reading or hearing of these things.

IN the May number of *The Journal* we asked, "Who will publish a Bible reading book for schools?" And already the book lies upon our table. It is entitled "Readings from the Bible," and has been prepared under the supervision of the Chicago Woman's Educational Union. The late distinguished clergyman, Rev. David Swing, of Chicago, at the request of the Union, named the committee under whose direction it has been prepared. There are in it 150 titles and 162 pages of wisely chosen selections from the Old and New Testaments. It cannot, we think, offend the peculiar views of any intelligent class of religious people. We recall a series of reading books issued in sumptuous style some years ago, in which all reference to the Bible was studiously avoided, and we made to the publishers a personal protest against this feature of the books. This little book is worth the entire series a thousand times told. It may be had for thirty cents from the publishers, Messrs. Scott, Foresman & Company, Chicago, Illinois.

A GOOD thing can be overdone, and by good people, with the best intentions, but somewhat lacking common sense. *Primary Education* reports these as the new hygienic rules for the New York public schools: "Not only are slates, slate pencils, and sponges to be done away with, but even the pens and lead pencils used in place of them must not be transferred from one pupil to the other. Books taken to their homes by pupils must be covered once a month with brown manila paper. Places for drinking water on the ground floor of school houses will be abolished, and covered pitchers will be provided for each class-room. Every pupil will have a numbered cup, and the interchange of cups is prohibited. The principal or teachers in charge must notify the Board of Health once a week of the names and addresses of all pupils kept from school by illness of whatever nature. When a pupil is excluded on account of illness, his seat shall be washed with a soda solution. All principals and teachers should be forbidden, the rule says, from sending a pupil to the house of another." Oh!

Dr. J. F. Rothrock, Commissioner of Forestry of Pennsylvania, sending a contribution to the Memorial Fund, adds: "Dr. Thomas H. Burrowes' was my friend, dearer to me at the time than any other man, my father excepted. We were friends till the end came. I send check for $5 towards the Memorial. It cannot fail." Dr. Burrowes was also—as we know well—warmly attached to Dr. Rothrock, who was then the professor in botany and related branches at the Pennsylvania State College, and no one who knew both men would wonder at that. Dr. R. is a prince of the blood royal, and the spirit in which he makes contribution to this fund is worth infinitely more than the money that he has here contributed, good as it is.

HON. C. W. STONE has prepared and submitted to Congress a very able report on Metric Weights and Measures. It is well worthy of study by every teacher and every man of business in the United States. On page 15 the following argument is found: "The saving of time in the schoolboy's life that would result

from the change has been estimated with considerable unanimity by educators, but the saving in all the practical operations of subsequent everyday life is beyond the possibility of intelligent estimate. The report of the Committee of the English Parliament states that 'no less than one year's school time would be saved if the metrical system were taught in place of that now in use.' This is corroborated by the estimates of educators in this country, some of whom concur in the English estimate of an entire year in the child's life, and others limit it to the saving of a year in the time devoted to arithmetical calculation. Taking it on either basis and remembering that there were in 1894, according to the report of the Commissioner of Education in the public and private schools of this country 15,327,210 school children, the aggregate loss is appalling. Fifteen million years of human life wasted, and needlessly wasted! Who will assume the responsibility for the continuance of a system producing such results?"

BLOOMSBURG.

THE choice of Bloomsburg as the place of holding the next annual meeting of the State Teachers' Association enables the school men and women of Pennsylvania who are or who may become members of the Association, to visit one of the most interesting and most prosperous towns of the State. Bloomsburg is an illustration of what may be done, by business thrift and foresight and broad-gauge management, for the development of a town possessed of good natural advantages.

It is the county seat of Columbia county, and is located on the lines of the Pennsylvania Railroad, the Delaware, Lackawanna and Western Railroad, the Reading Railroad, and the Bloomsburg and Sullivan Railroad. These well-known transportation lines bring the town into close communication with the entire anthracite and bituminous coal fields, as well as the great lumber regions of Pennsylvania, all of which are reached within a radius of about thirty miles.

It has numerous and extensive manufacturing establishments of many kinds, including silk mills, carpet mills, school furniture, cars, tubing, pens, pottery, and others. The variety of manufactures is remarkable, which contributes no doubt to the great and growing prosperity of the town. Its water supply is excellent; its streets are attractive, well cared for, and lined with shade trees.

From the roof of the Bloomsburg State Normal School an excellent view can be had of Bloomsburg and its surroundings. One can look twelve miles along the winding Susquehanna. To the north the eye rests upon fertile valleys, green and brown and yellow. To the south the river hill rises abruptly from the Susquehanna, and back of it is the majestic Catawissa Mountain. To the north is Knob Mountain, and, shut in by the mountains on every side, runs the beautiful Fishing Creek.

Directly beneath you lies the town of Bloomsburg, with the Susquehanna on one side and Fishing Creek on the other. The main part of the town being on a plateau, adds much to its healthfulness and picturesqueness. Church spires and the roofs of houses are half concealed among the trees.

Between the river and, for the most part, the more thickly settled part of the town, are the factories. Beyond them is a beautiful stretch of level land to the Susquehanna. There the banks rise so high that never in the history of Pennsylvania have they been overflowed. The Bloomsburg State Normal School, which was opened in 1869, is located on what is known as Normal Hill, one of the most beautiful sites that any institution could have. It is a hundred and fifty feet above the Susquehanna. Fourteen acres of campus afford ample space for lawns and athletic grounds, and include a large and beautiful oak grove; while the four large brick buildings, containing a floor space of four and one seventh acres, are admirably adapted to their different uses. The total length of the corridors in these buildings exceeds one-half mile. The dormitories are very large buildings, and accommodate about four hundred students. The total enrollment of the school exceeds six hundred at certain seasons of the year.

One of the most important buildings of the school is the gymnasium, which is 95 feet long and 45 feet wide. It has been fitted up with the best apparatus made, and is very complete in its equipment. It has a running gallery, baths and lockers for girls and boys in the basement, and all other desirable features.

The school is under the direction of Dr. J. P. Welsh, the principal, who has been at its head for five years. Such is its reputation at home and abroad that its patronage represents one-half the counties of the State and one-fourth the States in the Union.

We hope to see a large and interesting meeting at Bloomsburg. The programme is a good one, and the time the best that could be chosen in view of the meeting of the National Educational Association at Buffalo during the preceding week.

NEW SCHOOL BOARDS.

THE Act of April 22, 1863, requires that the School Boards shall organize "within ten days after the first Monday in June, in each year." As it is important that the new Boards should meet and organize promptly according to law, the old Boards should fix a time for holding a meeting for the purpose, and give due notice to the new Directors who have been elected.

Upon meeting for the purpose of organization, Directors should first elect a *temporary* president and secretary, and proceed to ascertain who are members, by having read the election returns placed in the hands of the old Board by the proper election officers. Disputed points concerning claims to seats must be disposed of. Questions arising out of tie votes must be settled. And when it is ascertained who are members, the Board is ready to organize *permanently* by electing a president, a secretary, and a treasurer. Those having a right to vote under the temporary organization are the Directors holding over and the persons duly notified of their election. Those entitled to vote in effecting the permanent organization are the Directors holding over and the persons found entitled to seats in the Board by their election. Among the items of business that should be attended to by new Boards on the day of their organization are the following:

1. Appoint persons to fill vacancies in the Board, if any such vacancies exist.

2. Receive the annual report and certificate from the old Board, whose duty it is to prepare these papers, attach the signature of the officers of the new Board, and forward them to the proper County Superintendent for approval and transmission to the Department of Public Instruction. *This duty should not be deferred or neglected.*

3. See that any moneys in the hands of the old treasurer come promptly into the hands of the new one.

4. Fix the time and place for holding the regular meetings of the Board.

5. Decide whether the Board will subscribe for *The School Journal* or not. A copy will be sent to the Secretary of each Board by order of the Department of Public Instruction, but the law permits and encourages all Boards of Directors to subscribe for one copy for each member at the expense of the district. No Board can well afford to be without it, not only for its practical value, but also for its suggestiveness to thoughtful men who feel an adequate sense of the weighty responsibility that devolves upon them as School Directors.

The purpose of *The Journal* is to impart information to Directors, and to awaken a deeper interest in the schools. Intelligent Directors know it to be suggestive in connection with the work of education, and not a few thoughtful men who read it regularly say they could not, as School Directors, afford to be without it if they paid the subscription price themselves. The increased State appropriation enables many Boards more readily to subscribe.

DR. BURROWES' TOMB.

WORTHY TRIBUTE FROM THE VESTRY OF ST. JAMES' EPISCOPAL CHURCH.

THERE are in Lancaster certain tombs of more than ordinary historic interest. Among these the tomb of James Buchanan, fifteenth President of the United States; that of Thaddeus Stevens, whose memorable speech saved the new school law of 1834, and who was known during our late Civil War as the "Old Commoner;" that of Gen. John F. Reynolds, who was killed at Gettysburg, July 1, 1863, and others. To these has now been added—out of gratitude for his educational service to the State—that of Thomas H. Burrowes, which stands in St. James' Churchyard, in a sunny area of greensward sloping gently to the pavement beyond the light iron railing a few yards distant.

This well-kept and attractive churchyard is in the heart of the city, across the

street from the United States Government building. It is as old as the parish, and the records of the latter go back for more than one hundred and fifty years. The venerable church, remodeled within the present generation, which stands on the northeast corner of Duke and Orange streets, fronts westward and occupies part of an open rectangle—the rest of it the churchyard—300 feet east by 125 north. It is flanked on the north by a heavy square bell tower, of shapely proportions, a hundred feet or more in height. Almost midway (not quite, because of the trees) between this tower and the rectory, the open space being from fifty to sixty feet, in an ideal location—as if the spot had long waited to be thus occupied in perpetual memorial of this great man—stands the tomb. It is the prominent feature in the foreground of an attractive picture which includes church and rectory, elms and other trees, shrubbery, green graves and white stones, to where in the distance two lofty white pines mark the limit of this ancient God's Acre. Bishop Samuel Bowman, of venerated memory, sleeps in this sacred spot, almost within the shadow of these pine trees which he brought from near Wilkes-Barre and planted here as young saplings some sixty years ago, during the early part of his incumbency as rector of the parish. How a man's good work lives after him! There stands just back of the tomb of Dr. Burrowes, far enough off not to shade it and near enough to be closely associated with it, a fine American elm, perhaps forty years old. Somewhat farther away, and to one side, is also a sturdy Scotch elm. We do not know who planted these trees. They were planted while Dr. Burrowes was an active member of the parish. As he was an ardent lover of trees and planted many an American elm, it being his favorite tree, on grounds other than his own, we should not be surprised to learn that these are trees of his own planting.

It is a Roman tomb of beautiful model, fine proportions and exquisite workmanship; made of four blocks of solid Quincy granite; weighs nearly twenty thousand pounds; rests upon a solid foundation of Portland cement and stone five feet underground, and cost about twelve hundred and fifty dollars. Each of the four panels has its inscription. The western panel of the die, facing the street, is inscribed as follows:

> Of those immortal dead who live again in minds made better by their presence.
>
> ✠
>
> In Grateful Memory of
>
> Thomas Henry Burrowes.
>
> 16 Nov. 1805 : 25 Feb. 1871.
>
> ✠
>
> He organized the Common School System of Pennsylvania.

The eastern panel shows the inscription:

> He also organized the Soldiers' Orphan Schools, and wrote the Normal School Law of Pennsylvania.
>
> ✠
>
> And wisest they in this whole wide land
> Of hoarding till bent and grey!
> For all you can hold in your cold dead hand
> Is what you have given away.
>
> ———
>
> He gave his best: his giving was princely: his work has been grandly cumulative, and will be so through the ages. To no man now living does Pennsylvania owe so great a debt of gratitude.

These panels are 54x26 inches in size, the north and south panels being 26x21 inches. On the south panel appears the symbol of the Cross and Crown, with the word "Resurgam," *I shall rise again;* while the north has these words of honorable mention for the living and the dead: *Erected by many thousands of that vast number whose lives have been better for this man's life and work. 1895.* We hope soon to present, in *The Journal*, pictures of this tomb destined to become very widely known in Pennsylvania, which, we trust, will show the inscriptions upon the different panels.

The *New Era* says of it: "The beautiful tomb which has just been erected in St. James' churchyard by the Dr. Burrowes Memorial Committee, as noted in these columns, has attracted much attention, and is commented upon with approval on every hand." The *Intelligencer* adds: "Among the historic tombs of Lancaster that to the memory of Dr. Thomas H. Burrowes, recently erected in St. James' churchyard by the Memorial Committee, will always hold an honored place. Three features of this remarkable

memorial are now completed, the mural tablet, the tomb, and the portrait, and each of them is a work of art. The Committee are to be congratulated on the great success which has attended their work. About eight thousand copies of the portrait have already been distributed, and it is thought ten thousand more will be needed."

At a meeting of the vestry of St. James' Episcopal church held Monday evening, April 20th, the full vestry being present, the following minute, presented by Col. B. F. Eshleman, was unanimously ordered to be placed upon the records of the parish:

"The grateful thanks of St. James' parish, of Lancaster, Pa., are due, and are hereby cordially tendered by the vestry of the said parish, to the Dr. Thomas H. Burrowes Memorial Committee of the Pennsylvania State Teachers' Association, for the appropriate and beautiful onyx tablet placed within the parish church, and for the noble tomb of granite recently erected in the parish churchyard to the memory of this distinguished servant and friend of humanity. St. James' Parish and the City of Lancaster are the richer for these most worthy and enduring historic memorials. It was designed by the committee—as we are informed by the chairman, Prof. J. P. McCaskey—that the church features of their work should include Quincy granite, black marble lettered in gold, and stained glass, each at its best. But all suitable window spaces in the church edifice being already occupied by memorials, the vestry is unfortunately unable at this time to give a proper setting to the window so generously offered. In view of this fact they would respectfully suggest that it be placed in the spacious building soon to be erected by the Young Men's Christian Association of Lancaster, there to remain in perpetual memorial of one who gave his best energies for the good of mankind. The admirable spirit in which this good work was conceived and has been carried on is recognized by the Commonwealth at large, and by this vestry in particular, which is proud to claim Thomas Henry Burrowes as a member of St. James' Parish for an ordinary lifetime and for ten years a member of this body—regarding his services to the State in the cause of general education as unequaled by those of any other man in the history of Pennsylvania."

HIGH SCHOOLS.

THE PREPARATION BY HIGH SCHOOLS OF TEACHERS FOR LOWER GRADES.

IN a recent number of *The School Review*, a foot note repeats what the Principal of one of our best High schools said recently to a writer in a private conversation. It was that no person should be allowed to graduate from the High school until he had put to use his knowledge in teaching; that this was the best test and best guarantee for sure assimilation. In the body of the article Prof. Dewey points out that character, not information, is the end of education.

"The greatest of these conditions," says he "is that the information gained does not find outlet in action. Absorption, income is the rule—and then we wonder whether learning tends to selfishness! I do not believe any more helpful inspiration could come into any school than the conviction that what is being learned must be so learned that it may be of use in teaching others. This is not the place to discuss ways and means of practice work, but I believe the solution of this difficult problem will be in the discovery that it is stupidity to suppose that there is no alternative between no practice teaching and the turning over of whole classes to the pupil teachers at the outset. The latter method of necessity throws the teacher into a mechanical attitude; it not only does not tend to, but it hinders the development of sympathy and pedagogical insight. The proper place of the pupil is as a helper, here, there and anywhere that he can discover something to do, dealing with a few individuals in their personal difficulties rather than with the teaching of a class *en masse*. This personal relationship once secured, the pupil teacher will be in a healthy attitude when dealing with a class as a whole. Moreover this method would go far to relieve that congestion where one teacher deals with from forty to sixty pupils."

The idea, which is well stated in the foregoing quotation, is by no means new in the history of education. In the schools of the Jesuits no one could pass into the higher ranks or classes of the society without teaching the subjects which he had studied during his career as a pupil. Having successfully passed the period of probation, the novice entered one of the colleges, and as a scholastic he gave five

or six years to the study of branches like grammar, rhetoric and philosophy, and having completed the course entered upon the work of teaching. As a teacher he began with the lowest class and taught it in the order of the studies through which he himself had passed. But the followers of Ignatius of Loyola never made the mistake of supposing that every one of the pupils who entered their advanced courses must be required to teach everything in these courses of study. This practice in teaching was reserved for those who were fitting themselves to take the fourth vow, namely, to devote their lives to the work of education. Many pupils in our high schools are not endowed with the natural qualifications for teaching. Moreover the learner should be required to know very many things only in the way in which the average man knows a locomotive or a trolley car. To expect that every one of the pupils in a High school shall master every branch as thoroughly as if he intended to teach it, is quite as preposterous as it would be to expect every traveler to know a locomotive thoroughly enough to perform the duties of an engineer. Without doubt, if every passenger were expected during a trip to take charge of the locomotive or even to assist in its management, it would act as a powerful incentive in causing the public to study locomotives with a zeal and thoroughness hitherto unknown, but it would be a lamentable waste of time and effort. That kind of acquaintance with locomotives we expect only of those who are ambitious to become engineers. In like manner it helps to clarify one's views of a subject if one is expected to teach it in detail, and this is without doubt one cause of the zeal and enthusiasm everywhere manifest in the classes of a good Normal School. But it is manifestly a waste of time and effort to insist on this amount of thoroughness in the case of all pupils who take a High school course. A farmer's son should seek to know enough of chemistry to enable him to buy and use fertilizers to advantage. It would be an inexcusable waste of time and energy to expect every farmer's son to study chemistry as if he meant to become an analytical chemist or a teacher of chemistry. Of very many branches in the High school curriculum the pupil can acquire an adequate knowledge without aiming at the exhaustive knowledge and the classified concepts of subjects in all their bearings and relations, which are indispensable in teaching others.

In the same article Prof. Dewey calls attention to the work which High schools are now doing in preparing teachers for the lower grades. He advises that the High school course should be so shaped as to meet this demand. "The simple fact," says he, "is that this is one of its chief functions at present, but the High school is doing it only incidentally and unsystematically. My query is whether the High school must not awaken to consciousness of what it is already doing by the way and make that one of its chief functions. The query is whether the High school stands quite justified before the community until it shall recognize and equip itself for this task; whether the performance of this function would not do away with the last vestige of grumbling about and attack upon the High school. Certain facts stand out beyond any peradventure. Fact one, there is not a sufficient recognition of the need of professional training to send all would-be teachers to the Normal School; fact two, the Normal Schools are not numerous enough, nor well enough endowed at present, to fit all possible teachers; fact three, the Normal Schools have at least half their time taken up with High school, non-professional work; fact four, the average School Board will rarely go outside its own town and school system for a teacher in the lower grades. Conclusion: The High school is the chief source of supply, and, therefore, *must be the chief hope and mainstay* in the matter of furnishing teachers for the lower grades."

Fact four, namely that the average School Board will rarely go outside its own town and school system for a teacher in the grades, *should not be a fact and it is not a fact in many boroughs and cities of Pennsylvania.* Many districts can be found in which all the teachers were trained at one of the State Normal Schools. Where this is not the case and where the political complexion of a Board is such that no preference is given to teachers with professional training, the only way to improve the corps of instruction is undoubtedly to begin in the girls' high school by employing the best talent to train those who intend to teach. If each vacancy is filled by the election of the brightest and aptest of the graduates,

a city or borough system may be greatly improved in half a dozen years. On the one hand *there is no surer way* of lowering the standard of a school system than by the continued employment of home talent lacking all training in special schools; on the other, the infusion of new blood into the high school will rejuvenate the teaching force and gradually leaven the system.

We feel disposed to question fact two, namely, that the Normal Schools are not numerous enough nor well enough endowed at present to fit all possible teachers. Massachusetts has ten Normal Schools, New York twelve, and Pennsylvania thirteen. In some of the Western States there may be a lack of Normal School facilities. To expect one Normal School to train the teaching force of a State with from ten to twenty thousand teachers, is indeed enough to make that State missionary ground in pedagogy. Under such circumstances the High schools should undoubtedly supply the teachers for the lower grades. But this is very far from an ideal condition of things in a school system.

In idea, the High school differs from the Normal School. The former aims at culture, the latter is designed to fit for professional work. Philadelphia tried for a number of years to unite both functions in one school. That the experiment was not altogether satisfactory is evident from the fact that finally a separate school was established for the training of teachers, and the graduates of the High school now spend two years in the Girls' Normal School before they are allowed to teach in the city schools. Other large cities have been moving in the same direction. The Superintendent is generally at fault if there is an insufficient recognition of the need of professional training. This is apt to be the case if he was trained in a State University, in which one professor after another, when the chair of pedagogy was established, came to his lecture room and announced that of the new science of pedagogy he professed to know nothing, he only professed to know his specialty. When the head of a great University admits that he transferred a professor from another department to that of pedagogy, thinking he might there do less harm, we must of course expect to find communities in which professional training is not estimated at its true value.

With Prof. Dewey's plea for the introduction of psychology in an elementary form into the high school curriculum, we are in full sympathy. He says: "The period covered by the High school is the age of adolescence. This is the natural age of introspection. There is no time in life when the interest in self, and in the relations and adjustments of self to others, is so pressing and conscious as at this time. If Metaphysics is a disease, like mumps and measles, then this is the time when it is epidemic. The failure to utilize this interest is a pedagogic blunder. It is a blunder in the economy of the school; it is a blunder from the standpoint of the pupil who has one of the most educative of all interests left without direction, and so liable to perversion and distortion. So far is it from true that psychology would lead to morbid self-consciousness, that in many cases the tendency to morbidness both in one's self and in relation to others is a harassing and grievous fact; and the conscious direction of this tendency in a scientific channel would be one of the greatest, if not the greatest means for purging this morbidness. Moreover, many of the studies of the high school would be greatly reinforced in interest and lessened in difficulty by the judicious introduction of the right sort of psychology." He quotes the following from Prof. Münsterberg with approval: "The chief facts of seeing and hearing, attention and memory, perception and imagination, feeling and will, dreams and illusions, could become an extremely important and suggestive part of school education, not as a special branch of the school curriculum, but infused into the whole work."

To this last suggestion every progressive teacher will most heartily say yea and amen. For carrying it into effect opportunities occur day after day. The lessons in literature and history deal largely with the motives and emotions of the human soul. The beginner in geometry can easily be made to see the difference between the verbal memory and the kind of memory by which we retain the steps of an argument or a demonstration. The sciences furnish abundant examples of the exercise of observation, comparison and generalization. A conscious knowledge of the activities of heart and soul, of intellect and will, is an invaluable help in dealing with men of the world, in discharging one's duties to others in the home and the social circle. Let the teacher who finds delight in psychological studies,

restrain the tendency to talk too much; let him employ the Socratic method in causing pupils to observe and think for themselves; and he will be surprised to find how little time and effort is required to weave this instruction into the regular recitations of the High school curriculum.

THE WICKERSHAM MEMORIAL LIBRARY.

THE Committee of State Teachers' Association, who have had in charge the establishment of a Wickersham Memerial Library at Harrisburg in connection with the State Library, have made final arrangements with the State Librarian, who has located them in an alcove which will be devoted to that purpose. At a meeting in April the plan was examined and approved by all present. The fund subscribed (some $1,100) was ordered to be expended in purchase of suitable books, according to the following scheme:

1. Works on Psychology, Philosophy, History, History of Education, and the Science and Art of Teaching.
2. Works on Social, Political, Economic and Ethical Science.
3. Series of Text-books now in use in the public schools, including works for Supplementary Reading.
4. Magazines and Pamphlets relating to education.

Col. Passmore, by authority of the committee, has also addressed a communication to educational publishers and others, suggesting the donation of proper works to the proposed library, which will no doubt add materially to the success of the movement. His letter is emphasized by the accompanying note from Governor Hastings, which speaks for itself:

HON. JOHN A. M. PASSMORE, *Treasurer Wickersham Memorial Committee:*

My dear Sir: Replying to your note of yesterday, I hasten to express my hearty approval of the establishing of the Wickersham Pedagogical Library, in honor of the late James Pyle Wickersham, State Superintendent of Public Instruction from 1867 to 1881. Mr. Wickersham's relations to our free schools are deserving of all honor, and I know of no more fitting method of perpetuating his name than in the movement inaugurated by your committee for the establishing of the Wickersham Pedagogical Library. Very respectfully yours,

DANIEL H. HASTINGS.

When the committee has completed its work the Memorial Library will doubtless be, as it ought to be, a worthy monument to one of Pennsylvania's foremost educators.

In furnishing the information for the foregoing article, the Committee also express their appreciation of the services of Dr. Schaeffer and the State Librarian, in forwarding their interests at Harrisburg.

PHILADELPHIA.

WE take pleasure in quoting from the annual report of Mr. Simon Gratz, president *pro tem.* of the Board of School Controllers of Philadelphia, the following in reference to the good work of Dr. Edward Brooks in that city:

"This Board has been earnest in its efforts to secure to our schools the benefits of all wise changes, and is in full accord with the progressive spirit shown by our Superintendent of Schools, and in full sympathy with every step taken in the direction of advance. During Dr. Brooks' incumbency of this office, many changes have taken place in the administration of the schools and in the character and matter of instruction. His preparation of courses of study for the Normal School, the School of Pedagogy, and the Girls' High School, and in drawing, clay modeling, arithmetic and grammar, have been adequately referred to in previous reports. During the past year, the work of the Superintendent has been marked with unusual activity and success. Early in the year, a syllabus of instruction in Language was issued by him. This book was a natural sequence to his successful course of lectures on the subject of Language, given in every school section of the city; and it not only promises a great improvement in the teaching of English in our schools, but has attracted the attention of educators throughout the country. His report to the Board on 'Music in the Elementary Schools' is an interesting paper, containing a clear discussion of a mooted question. His course of lectures to the teachers on 'Educational Psychology,' commenced in the year 1894, was continued during 1895. The interest taken in these lectures by the large number of teachers uniformly present, testify to the value and stimulus of this work. Through his earnest efforts to induce the teachers to acquire an advanced education which will better fit them for their vocation, many of them

are either taking a full course in the Department of Philosophy at the University of Pennsylvania, or have entered upon other special courses in that institution. Due recognition should also be made of the original suggestion of the Superintendent for a proper observance of Penn Day and Flag Day. The exercises in celebration of these days have become a feature of school work, and can scarcely fail to arouse and strengthen the patriotism of the children. The example thus set by Philadelphia has already been followed by other cities."

OUR FORTY-FIFTH VOLUME.

THE forty-fifth volume of *The Pennsylvania School Journal* begins with our next issue, the present number closing the current (44th) volume. Many subscriptions expire with the close of the volume. We shall be glad to have all who desire *The Journal* continued, to renew as promptly as may be convenient, so that it may be mailed without delay, and that the names of such Directors, Teachers, and other friends of education, may not be removed from our printed mailing lists, thus avoiding risk of errors in resetting them later on during the year. Our subscriptions begin quarterly with July, October, January, and April, but the beginning of the volume is, of course, the best time to subscribe. Especially is this true in the case of members of School Boards, the financial year of the School District and of the School Department and the volume of *The School Journal* being almost identical.

What this publication is, what it aims to do, or to aid in doing, and how well that aim is accomplished, our readers have ample opportunity for knowing. Its subscription rate is low, and its purpose is to give full value in every way possible to the reader. Its future must be judged by its past. The present volume contains more than five hundred and fifty double-column pages of matter of educational interest. We will continue to do what we can to make it worthy the generous support of the men and women of the State who are interested in the great work of education, and we shall be grateful for the encouragement and support which they see fit to give in the practical form of subscriptions ordered. If it is not convenient for Boards of Directors to send money with the order for subscription, *do not delay order on that account.* We will send *The Journal* as promptly on such order as if accompanied by the money.

STORY WITH A MORAL.

THE story of the crime for which three boys were senteuced a few days since to the Auburn State Prison, one for life and the other two for forty years each, carries a plain moral. Four boys—one of them died in prison—who from reading dime novels got the idea that they would like to become desperadoes, wrecked the Limited Fast Mail on the New York Central railroad, near Rome, New York, early on the morning of November 19, 1895.

The train was running very fast and plunged from the track down an embankment, killing two and injuring eleven of those on board. The boys were frightened away and did not carry out their intention of robbing the passengers. One of the boys was J. W. Hildreth, of New York city, who made a full confession to the District Attorney. The jury in his case returned a verdict of guilty of murder in the second degree. In reaching this verdict four ballots were taken. Judge McLennan sentenced him to Auburn prison for life. In passing sentence the Judge said he thought the jury had dealt very leniently by Hildreth; they might have convicted him of the highest crime known to the law; that Hildreth's crime was a terrible one under our civilization, almost as bad as poisoning the streams that come from the hillside. Hildreth stood up and received his sentence without flinching, but after he sat down by the side of his father his eyes filled with tears.

As soon as Hildreth had been sentenced he was taken back to jail, and a few minutes thereafter Theodore Hibbard and Herbert Plato, the other indicted train wreckers, were brought into court. By advice of their counsel, Mr. Sayles, they withdrew their former pleas of not guilty to murder in the first degree, and pleaded guilty to manslaughter in the first degree on each of the two indictments against them, in causing the deaths of Engineer Hager and Robert Bond. Mr. Sayles asked for clemency for the boys. Judge McLennan then sentenced the prisoners

to forty years each in the Auburn State prison—twenty years on each indictment. The prisoners were very pale and seemed much downcast, but shed no tears.

Supt. W. D. Munro, of the Rome schools, who has visited these boys in the jail, says:

"The apparent ringleader, Hildreth, is a graduate of the New York City schools, and attended Wesleyan University during part of last year. He came to Rome on the pretext of attending an Agricultural College, although knowing there was no such institution here. The other three boys claim Rome as their home and have all attended the public schools. One of them went through the first six grades and seems to have been a bright pupil, but acknowledges that he was a chronic truant. The remaining two attended school very irregularly for about three or four years. They afterwards worked some, but were idle most of the time. They appeared bright and intelligent. They do not look at all like vicious or hardened young men. I believe that this and nine-tenths of such crimes are the direct result of idleness and loafing. But, besides being idle, these boys' minds were inflamed and poisoned by constant indulgence in pernicious literature of the dime novel variety."

An exchange, commenting on this awful crime and its direful results, says:

"There must be better reading for boys, and the habit of reading better books must be cultivated, if the boys are to be saved from being moral wrecks. Three victims of flash novels were buried alive last week, in a New York prison. They had been victime of the dime novel habit for years, and were anxious to emulate some of the fictitious heroes and desperadoes of whom they were continually reading. Acting on this desire they wrecked a train, and in the wrecking of the train an engineer and fireman were killed. It was an easy matter for the police to locate and arrest them, and they were given a trial with every opportunity to prove their innocence, but they were found guilty. One of them was sent to the penitentiary for life, and the other two were sentenced to forty years, or what practically amounts to a life sentence.

"One of these boys was the son of a wealthy New York broker, and had every advantage that wealth and environment could give to become a good and useful citizen, but the dime novel habit fastened on him and led to the ruin of himself and companions. This is a lesson that ought to be heeded. These boys follow hundreds of others who have been ruined by cheap flash literature, and hundreds of others will follow them. There ought to be help for it."

OFFICIAL DEPARTMENT.

DEPARTMENT PUBLIC INSTRUCTION,
Harrisburg, June, 1896.

IN order that there may be no delay in the administration of the office the retiring County Superintendents will turn over promptly to their successors all official documents and records pertaining to the office of superintendent. This will include all unused forms, blanks, certificate books, note books, teachers' monthly report books, the record book containing copies of the annual district reports, school laws, department reports and other public documents in the possession of the retiring superintendent, the same to be receipted for by the newly elected superintendent. Any county institute funds unexpended must be handed to the incoming superintendent or to the treasurer, and a receipt to be given for the same. A list of the names of all persons holding valid professional certificates must be furnished to the incoming superintendent of the county.

SUPERINTENDENTS ELECTED FOR ENSUING TERM.

THE certificates of election of Superintendents have been received from nearly all the counties, cities, boroughs and townships authorized by law to hold such elections. If in any case legal objections are made they will be duly considered, and when all these officers are commissioned a full list will again be published, should there be any such changes as to make this desirable.

COUNTY SUPERINTENDENTS.

Adams—J. W. Thoman, Abottstown.
Allegheny—Samuel Hamilton, Braddock.
Armstrong—W. M. Jackson, Kittanning.
Beaver—Chester A. Moore, Beaver.
Bedford—C. J. Potts, Bedford.
Berks - Eli M. Rapp, Hamburg.
Blair—Henry S. Wertz, Duncansville.
Bradford—Herbert S. Putman, Towanda.
Bucks—W. H. Slotter, Doylestown.
Butler—S. L. Cheeseman, Portersville.

Cambria—T. L. Gibson, Ebensburg.
Cameron—Mattie M. Collins, Driftwood.
Carbon—A. S. Beisel, Mauch Chunk.
Centre—C. L. Gramley, Rebersburg.
Chester—Jos. S. Walton, Ercildoun.
Clarion—W. A. Beer, Callensburg.
Clearfield—Geo. W. Weaver, Curwensville.
Clinton—W. A. Snyder, Salona.
Columbia—John K. Miller, Bloomsburg.
Crawford—E. M. Mixer, Conneautville.
Cumberland—Ira D. Bryner, Shippensburg.
Dauphin—Geo. W. McIlhenny, Harrisburg.
Delaware—A. G. C. Smith, Media.
Elk—I. W. Sweeney, Saint Mary's.
Erie—Thomas M. Morrison, Waterford.
Fayette—E. F. Porter, Brownsville.
Forest—E. E. Stitzinger, Nebraska.
Franklin—W. F. Zumbro, Chambersburg.
Fulton—Clem Chestnut, Hustontown.
Greene—John L. Hopton, Carmichaels.
Huntingdon—Kimber Cleaver, Shamokin.
Indiana—A. M. Hammers, Indiana.
Jefferson—R. B. Teitrick, Brookville.
Juniata—D. M. Marshall, Walnut.
Lackawanna—J. C. Taylor, Scranton.
Lancaster—M. J. Brecht, Lancaster.
Lawrence—Thos. M. Stewart, Mount Air.
Lebanon—John W. Snoke, Lebanon.
Lehigh—Alvin Rupp, Allentown.
Luzerne—Torrence B. Harrison, Wilkes-Barre.
Lycoming—J. G. Becht, Muncy.
McKean—John Everett Myers, Eldred.
Mercer—L. R. Eckles, Mercer.
Mifflin—Geo. T. Cooper, Belleville.
Monroe—T. H. Zerfass, Gilberts.
Montgomery—R. F. Hoffecker, Norristown.
Montour—William D. Steinbach, Danville.
Northampton—W. F. Hoch, Freemansburg.
Northumberland—Ira Shipman, Sunbury.
Perry—Joseph M. Arnold, New Bloomfield.
Pike—George Sawyer, Millrift.
Potter—Anna Bodler, Coudersport.
Schuylkill—G. W. Weiss, Schuylkill Haven.
Snyder—F. C. Bowersox, Middleburg.
Somerset—E. E. Pritts, Somerset.
Sullivan—Francis W. Meylert, Laporte.
Susquehanna—Charles E. Moxley, Hallstead.
Tioga—H. E. Raesly, Wellsboro.
Union—B. R. Johnson, Lewisburg.
Venango—John F. Bigler, Franklin.
Warren—H. M. Putnam, Warren.
Washington—Frank R. Hall, California.
Wayne—David L. Hower, Honesdale.
Westmoreland—W. W. Ulerich, Latrobe.
Wyoming—Frank H. Jarvis, Tunkhannock.
York—D. H. Gardner, York.

CITY BOROUGH AND TOWNSHIP.

Allegheny—John Morrow, Allegheny.
Allentown—Francis D. Raub, Allentown.
Altoona—D. S. Keith, Altoona.
Ashland—William C. Estler, Ashland.
Beaver Falls—J. Y. McKinney, Beaver Falls.
Bethlehem—Geo. W. Twitmyer, Bethlehem.
Braddock—John S. Keeler, Braddock.
Bradford—E. E. Miller, Bradford.
Bristol—Matilda S. Booz, Bristol.
Butler—Ebenezer Mackey, Butler.
Carbondale—John J. Forbes, Carbondale.
Carlisle—S. B. Shearer, Carlisle.
Chambersburg—Frank E. Fickinger, Chambersburg.
Chester—Charles F. Foster, Chester.
Columbia—S. H. Hoffman, Columbia.
Conshohocken—J. Horace Landis, Conshohocken.
Corry—A. D. Colegrove, Corry.
Danville—James C. Houser, Danville.
DuBois—W. L. Greene, DuBois.
Dunmore—Norton T. Houser, Dunmore.
Easton—William W. Cottingham, Easton.
Erie—H. C. Missimer, Erie.
Foster township (Luzerne county)—Joseph B. Gabrio, Hazleton.
Franklin—N. P. Kinsley, Franklin.
Harrisburg—Lemuel O. Foose, Harrisburg.
Hazleton—David A. Harman, Hazleton.
Hazle township (Luzerne county)—John J. Mulhall, Hazleton.
Homestead—John C. Kendall, Homestead.
Huntingdon—William M. Benson, Huntingdon.
Johnstown—J. M. Berkey, Johnstown.
Lancaster—R. K. Buehrle, Lancaster.
Lebanon—Cyrus Boger, Lebanon.
Lock Haven—John A. Robb, Lock Haven.
Lower Merion township (Montgomery county)—J. I. Robb, Bryn Mawr.
McKeesport—H. F. Brooks, McKeesport.
Mahanoy City—W. N. Ehrhart, Mahanoy City.
Mahanoy township (Schuylkill county)—Frank J. Noonan, Saint Nicholas.
Meadville—Henry V. Hotchkiss, Meadville.
Middletown—H. H. Weber, Middletown.
Milton—Lewis A. Beardsley, Milton.
Mount Carmel—Samuel H. Dean, Mt. Carmel.
Nanticoke—Clarence B. Miller, Nanticoke.
New Brighton—J. B. Richey, New Brighton.
New Castle—Thomas F. Kane, New Castle.
Newport township (Luzerne county)—James A. Dewey, Wanamie.
North Huntingdon township (Westmoreland county)—O. H. Warnock, Larimer.
Norristown—Joseph K. Gotwals, Norristown.
Oil City—C. A. Babcock, Oil City.
Philadelphia—Edward Brooks, Philadelphia.
Phœnixville—Harry F. Leister, Phœnixville.
Pittsburgh—George J. Luckey, Pittsburgh.
Pottstown—William W. Rupert, Pottstown.
Pottsville—B. F. Patterson, Pottsville.
Reading—Ebenezer Mackey, Reading.
Scranton—George Howell, Scranton.
Shamokin—William F. Harpel, Shamokin.
Sharon—J. W. Canon, Sharon.
Shenandoah—Martin P. Whitaker, Shenandoah.
South Bethlehem—Owen R. Wilt, South Bethlehem.
South Chester—J. C. Hockenberry, Thurlow.
South Easton—A. J. LaBarre, South Easton.
Steelton—L. E. McGinnes, Steelton.
Sunbury—C. D. Oberdorf, Sunbury.
Tamaqua—R. F. Ditchburn, Tamaqua.
Titusville—Robert D. Crawford, Titusville.
Tyrone—C. E. Kauffman, Tyrone.
Uniontown—Lee Smith, Uniontown.
West Chester—Addison Jones, West Chester.
Wilkes-Barre—Jas. M. Coughlin, Wilkes-Barre.
Williamsport—Charles Lose, Williamsport.
York—Atreus Wanner, York.

COLLEGE GRADUATES.

THE State Teachers' Certificate has been issued to the following named graduates in accordance with the law making provision for the same:

221. Peter S. Bergstresser, Trevorton, Northumberland county, graduate of Lafayette College, issued March 30, 1896.

222. Alfred Thompson, Tarentum, Allegheny county, Grove City College, issued March 30, 1896.

223. M. Amelia Hockenberry, Thurlow, Delaware county, Wellesley College, issued March 30, 1896.

224. J. G. Dundore, Hughesville, Lycoming county, Pennsylvania College, issued March 30, 1896.

225. Frank H. Uhrich, Myerstown, Lebanon county, Muhlenberg College, issued March 30, 1896.

226. Geo. R. Wieland, Chester, Delaware county, Pennsylvania State College, issued March 30, 1896.

227. Aaron Reist Rutt, Bellefonte, Centre county, Pennsylvania College, issued March 30, 1896.

ITEMS FROM REPORTS.

ADAMS—Supt. Thoman: The directors of Gettysburg have purchased a lot of ground on which they contemplate erecting a fine school building. It will be equipped with all the modern appliances, and promises to be the finest in the county. The school directors' convention, which was held May 5th, to elect a County Superintendent, was the largest in our history; of the 198 directors in the county, 167 were present.

BEAVER—Supt. Hillman: During March and April seventeen examinations for common school graduation were held. Of fifty-six pupils, forty-two were successful.

BEDFORD—Supt. Potts: The commencement exercises thus far held have been of a high order. Great interest in the work has been manifested by parents and friends. We are closing one of the most prosperous school years the county has ever had. There have been but two changes of teachers during the term; one on account of sickness, and one by a forced resignation. This, with 310 teachers employed, speaks well for the health as well as for the work of the teachers.

CENTRE—Supt. Gramly: All the schools of the county are closed except those of Bellefonte and Philipsburg. The schools in general are found in a fair condition. Nearly all our teachers holding provisional certificates are attending some school of methods. Some are at the State Normal School, while Dr. Wolf and Profs. Maynard, Hosterman, Rothrock, King and others, are conducting local normal schools in various parts of the county, which are well patronized. Millheim borough will erect a two-story, four-room brick building this summer. Two directors who attended the triennial convention, May 5th, deserve special notice —one for length of service, the other for the work done in a comparatively short period. Mr. Geo. Taylor, secretary of the Biggs District Board, served for an uninterrupted period of twenty-four years, and attended every triennial convention in this time. In honor of his length of service, he was ananimously elected President of this year's convention, and acquitted himself nobly. Mr. J. N. Hall has been a member of the Howard School Board for six years, serving the whole period as secretary. During this time the board held one hundred and three meetings, every one of which he attended, making besides 228 official visits to the schools of the township. Mr. Hall voluntarily retires from official life at the close of the present school year. Well done, faithful servants!

FULTON—Supt. Chestnut: Nearly all our schools are closed. In the main this term has been a great improvement upon the last. More skill and zeal on the part of teachers, and greater interest on the part of directors and patrons, are evidences of progress. Sickness affected the attendance in many places. Term reports were furnished all teachers; only a few refused to fill them out; they are a great aid.

LEBANON—Supt. Snoke: Successful normal schools are conducted by Profs. Heilman, Gerberich, Gettle and Bowman in Annville, by Profs. J. B. Artz and L. W. Jones in Lickdale; by Prof. Bordner in Fredericksburg, and under the auspices of Lebanon Valley College and Albright Institute. An unusually large number of our teachers are attending State Normal Schools.

LYCOMING—Supt. Becht: A large number of applicants for the common school diploma have been examined. Sixty of them passed successfully. The last of the District Institutes was held March 21st. Seventeen of these meetings were conducted during the winter, and more than two-thirds of the teachers took an active part in the programmes. The borough of Picture Rocks graduated the first class from its high school on the evening of April 14th. The graduates acquitted themselves with much credit. Principal Biddle, assisted by an able corps of teachers, has carried out the course of study to the entire satisfaction of his Board and patrons. Nearly all of the country schools have closed. All the schools have been visited once, and those still in session will be visited a second time.

MIFFLIN—Supt. Cooper: The month of April was rather quiet in educational matters, due to the several facts, that most of our schools were closed, that the triennial convention of districts was in sight, and that the Superintendent was suffering from physical debility. The graduating class of Lewistown was examined by a committee appointed by the Board of Directors, consisting of A. S. Haranbarger, M. D., Miss Mary McCord, a former principal of the Lewistown schools, and the County Superintendent. This is a commendable departure in the line of improvement. Several summer schools are being taught in different

parts of the county. At this writing the election of County Superintendent is one day in the past, and the present incumbent appreciates the easy road to re-election, and trusts that Providence may spare his life and health and direct him in the right performance of every duty in the years to come.

NORTHUMBERLAND—Supt. Shipman: An interesting educational meeting was held at Trevorton on the evening of April 10th, Arbor Day. The school grounds in this district are planted with hard-wood trees, and great care is taken by teachers and directors to promote their growth. The graduating class of the Trevorton High School numbers ten pupils. One month was added to the school term of East Sunbury, thus extending the time of closing to about the 10th of June. Prof. Dietrich, principal of the McEwensville High School, reports 500 volumes in the school library.

SNYDER—Supt. Bowersox: A number of districts celebrated the closing of their schools with elaborate exhibitions of pupils' work. All the schools in the county are closed, except those of Selinsgrove, which continue to the 5th of May. Commendable progress is manifest along the whole line. Chautauquan Reading Circles have been organized among the teachers, and earnest efforts are being put forth to maintain them during the coming summer. Very many of our teachers will attend the spring terms of Freeburg Academy, Susquehanna University, and Central Pennsylvania College.

SOMERSET—Supt. Berkey: With the exception of Somerset, all the schools of the county are now closed. As a whole the term has been very successful. Many of our teachers have already entered the State Normal Schools. Meyersdale is arranging to build a new eight-room brick schoolhouse, at a cost of $12,000 to $15,000. It promises to be the best school building in the county. Somerset county has 294 public schools and nearly 12,000 pupils. Seven districts, viz:—Berlin, Confluence, Meyersdale, Rockwood, Salisbury, Somerset, and Ursina, including 43 schools, have definite high school courses of study, requiring from one to three years' work beyond the common school curriculum. Two hundred and fifty-one schools follow the County Course of Study and are thoroughly graded. From these schools, 124 applications for graduation were examined on Saturday, March 21st. Of this number, 94 reached the required standard (average of 80 on the scale of 100, in all the branches of the Course) and have been granted diplomas. In determining final grades, due credit was given to the records of the class work during the term, so far as these could be obtained from teachers. The average age of the graduates is a little over 17 years.

UNION—Supt. Johnson: The schools of Kelly township held their commencement exercises in the Reformed church, April 23. A class of eleven completed the course of study and graduated with honor to themselves and their teachers. The graduating exercises of the Mifflinburg High School took place on April 28, and proved to be quite interesting throughout. Nearly all the schools are closed. On the whole, the year's work has been quite satisfactory.

BRISTOL—Supt. Booz: On April 1st an interesting educational meeting was held. The programme comprised papers by Misses Baggs, Bartine, Brady, Guild and Rousseau; recitations and reading by Misses Parks and Harrison, and music by Misses Barrett, Cook and Drury. On Arbor Day a number of roses, etc., were planted on the school grounds, and in the evening a very instructive and entertaining programme suitable to the day was rendered by the pupils of the high and grammar schools.

CHESTER—Supt. Foster: The Board has voted to introduce a commercial course in the Larkin grammar school, adding a year for this purpose, and giving a diploma at the completion of the tenth grade work in this department.

HAZLE TWP., LUZERNE CO.—Supt. Mulhall: As the school term draws to a close, a considerable falling off in the attendance is noticeable in a number of schools. Diphtheria prevails to an alarming extent in many districts, and has interfered very materially with the attendance also.

NEW CASTLE—Supt. Kane: The contract has been let for the erection of a new school building on Highland avenue. The total cost of the building will be about $35,000.

NORRISTOWN—Supt. Gotwals: Arbor Day was observed in all our schools by exercises appropriate to the occasion. The school grounds being well supplied with shade trees, no planting was done. The exercises consisted of readings, recitations, essays and music. A special effort was put forth by the teachers to impress upon the youth the subject of the day and the importance of the preservation of trees. [Why not also the *planting*—anywhere, everywhere?—ED.]

PHŒNIXVILLE—Supt. Leister: Arbor Day was celebrated in all the schools by special exercises pertaining to plant life. The schools adjourned at 3 o'clock for the purpose of actual planting in the school grounds and at home. The graduating class planted a tree in Reeve's Park. A valuable library, containing about 1,500 volumes, the property of the Young Men's Literary Society, was presented to the Phœnixville School District for a public library. It was gratefully accepted and trustees appointed to manage the same in accordance with the recent Act of Assembly.

YORK BORO.—Supt. Wanner: A new building of brick, and exceptionally well adapted to school purposes, was completed during the month. It contains eight school-rooms, a directors' room, a room for books and supplies, and a superintendent's office. It has already been occupied by two schools.

RAIN UPON THE ROOF.

G. CLIFFORD, from "SONG CROWN."
Per. F. J. HUNTINGDON.

Lively.

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